DOCUMENT RESUME

ED 214 838 SO 013 970

AUTHOR	Lamy, Steven L.; And Others
TITLE	Teaching Global Awareness with Simulations and Games. Grades 6-12. Global Awareness Series.
INSTITUTION	Denver Univ., Colo. Center for Teaching International Relations.
PUB DATE	81
NOTE	161p.; Some small print type and colored pages may not reproduce clearly from EDRS in microfiche.
AVAILABLE FROM	Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($14.95 plus $2.00 postage and handling).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Advantaged; Civil Liberties; *Concept Teaching; Developed Nations; Developing Nations; Disadvantaged; Economic Development; *Educational Games; Elementary Secondary Education; Ethnic Groups; Futures (of Society); *Global Approach; Individual Needs; International Relations; International Studies; Map Skills; Quality of Life; *Simulation; *Social Studies; Teaching Guides; Technological Advancement

ABSTRACT

This teaching guide contains 15 simulation/games for students in grades 6-12 on the topic of global awareness. The overall objective is to help students understand various global concepts and social studies content. Specifically, it gives students the chance to experience and understand international/intercultural situations which involve people in all walks of life such as politicians, diplomats, farmers, sharecroppers, and consumers. Students focus on the four global themes of inequality, development and technology, human rights, and basic human needs. For example, in one game, "Self Defense," students divide into countries with pseudonames such as Grainland, Southland, and Northland and unknowingly replay the actions leading to World War I. In another game, "Creating World Maps: Visual Data Charts," students redraw the size of countries to correspond to the amount of oil and food they use and their population. Some activities may be adapted for elementary grades and for the college classroom. Simulations and games are arranged according to difficulty and often subject matter. Each simulation includes an introduction and a list of objectives. Information is given on the grade level, time required, materials needed, procedures to be followed, and instructions for debriefing and follow-up. Supplementary resources such as films and slides are often suggested. A major portion of the guide provides handout materials for teaching the games. (Author/NE).

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Helen Sims
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED214838

SP 019 970

GLOBAL AWARENESS SERIES

TEACHING GLOBAL AWARENESS WITH SIMULATIONS AND GAMES

Grades 6-12

Steven L. Lamy, Roger B. Myers, Debbie Von Vihl
and Katherine Weeks

Helen A. Sims, Publications Director
Alicia Fields, Editor
Center for Teaching International Relations
University of Denver (Colorado Seminary)
Denver, Colorado 80208

THE CENTER FOR TEACHING INTERNATIONAL RELATIONS

The Center for Teaching International Relations (CTIR) at the University of Denver is sponsored by the Graduate School of International Studies (GSIS) and the School of Education. Since 1968 CTIR's goal has been to improve the teaching of international/intercultural studies at the precollegiate level in the Rocky Mountain Region. Since this time the U.S. Department of Education, National Defense Education Act (Title VI, Section 603) has named CTIR a Service Center for Global Perspectives Education and CTIR's services and programs have been expanded throughout the United States and Canada. CTIR now has six programs: (1) Teacher Workshops, designed to demonstrate and create teaching materials and strategies, (2) Academic Courses, for substantive and methodological approaches to global problems, (3) Publications Department, to service the needs of teachers and community leaders by providing the most effective and up-to-date materials in global education, (4) Consultant Services, to aid and implement world affairs education in the schools and in the community, (5) Summer Institutes, for the purpose of bringing educators, administrators, and community leaders together to develop even better international programs for their schools and communities, and (6) THE GLOBAL ISSUE NEWSLETTER, to provide current global education news as well as ready-to-use classroom activities and handouts for both elementary and secondary classrooms.

For further information about CTIR and its programs, write:

Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80208
(303) 753-3106

**Copyright 1981 Center for Teaching International Relations (CTIR)
University of Denver
Denver, Colorado**

TABLE OF CONTENTS

Introduction	1
Pennies: The Scramble for Wealth	3
What Time is It?: You and the Future World	7
Nuts to You!: A Simulation of International Peanut Trade	9
A Simple but Complex Chocolate Bar: How Something so Little can Cost So Much	15
World Trade: Wheeling, Dealing, and Revealing	17
Comparing Countries and Companies: A Card Game	21
Creating World Maps: Visual Data Chart	25
Ramifications: How Change Changes Us	31
Multinational Board Games	35
Constitutional Convention: Writing them Right	41
Organization of African Unity Conference	43
Coping: Multiethnic Groups at the Bargaining Table	49
Self-Defense: A Simulation of World War I	53
Missiles or Meals: Writing Your Own Simulation	57
Intelligence Gathering	59
Handouts	63
Handout #1	65
Handout #2	71
Handout #3	75
Handout #4	81
Handout #5	83
Handout #6	85
Handout #7	93
Handout #8	95
Handout #9	97

Handout #10	105
Handout #11	109
Handout #12	111
Handout #13	113
Handout #14	119
Handout #15	127
Handout #16	129
Handout #17	131
Handout #18	133
Handout #19	135
Handout #20	137
Handout #21	141
Handout #22	143
Handout #23	147
Handout #24	149
Handout #25	157
Handout #26	165
Handout #27	167
Handout #28	169
Handout #29	171
Handout #30	183
Handout #31	201
Handout #32	203
Handout #33	205
Handout #34	215
Handout #35	219
Handout #36	221
Handout #37	225
Handout #38	227
Handout #39	235
Handout #40	237
Handout #41	239
Handout #42	245
Questionnaire	247

INTRODUCTION

TEACHING GLOBAL AWARENESS WITH SIMULATIONS AND GAMES allows students to participate in realistic global situations involving people from all walks of life: politicians, diplomats, farmers, sharecroppers, consumers, intelligence agency employees, and international business executives. Activities in this unit give students the chance to experience and understand international/intercultural situations through participation.

Three of the simulations included in this unit are "Intelligence Gathering," "Coping*," and "Self-Defense: A Simulation of World War I." "Intelligence Gathering," a simulation of the relationships among such agencies as the CIA, FBI, and the DIA, has students participate in a realistic activity in which cooperation is impeded by competition among agencies. "Coping" presents a situation that has students become members of ethnic groups trying to retain their ethnic identity but also live peacefully in a very diverse ethnic community. "Self-Defense: A Simulation of World War I" has students divide into countries with pseudonyms such as Northland, Southland, and Grainland; and unknowingly replay the actions leading to World War I.

Topics

TEACHING GLOBAL AWARENESS WITH SIMULATIONS AND GAMES covers the four global themes of inequality, development and technology, human rights, and basic human needs. The simulations and games included in this unit are arranged according to difficulty and, in as many instances as possible, according to similar subject matter. For example, the unit begins with a simple exercise called "Pennies: The Scramble for Wealth." Later on in the unit, students may play "OAU (Organization of African Unity) Conference," a more complex activity involving development and technology in Africa and its islands. "A Simple But Complex Chocolate Bar" provides an easy simulation for demonstrating the international interdependence needed to make a chocolate bar. It is followed by a more complex simulation called "World Trade" which builds on the concept skills students learned in "A Simple But Complex Chocolate Bar." TEACHING GLOBAL AWARENESS USING SIMULATIONS AND GAMES provides teachers with a multitude of topics and concept skills to supplement their existing curricula.

---

*This simulation was first published in TEACHING ABOUT ETHNIC CONFLICT by CTIR Director Steven L. Lamy.

Teaching Strategies

A good simulation simplifies complex situations to make them understandable to participants, but does not sacrifice the integrity of the subject matter. TEACHING GLOBAL AWARENESS WITH SIMULATIONS AND GAMES tries to provide teachers with simulations that are of that genre. In addition, such simulations give teachers an alternative approach for helping students understand various concepts and content areas. All CTIR units try to design units that involve students in thinking, discussing, reading, and writing exercises.

When and Where to Use the Activities

These activities are designed to be used with students of grades 6-12. In addition, some may be adapted for college classroom use. Each activity is labeled with an appropriate grade level. However, most can be revised for use with older or younger students. They are appropriate supplementary materials for courses in social studies, world affairs, political science, business, and geography.

Evaluation

TEACHING GLOBAL AWARENESS WITH SIMULATIONS AND GAMES is an experimental unit in its first printing. It is our intention to continue revising and adding materials to the book. Therefore, we have included an evaluation form at the end of the volume. We hope you will complete it, return it to us, and offer any other suggestions you may have for additional games and simulations you would like to see added to this book. Your input will be greatly appreciated.

Title: PENNIES: THE SCRAMBLE FOR WEALTH

Introduction:

A primary concern in the study of global affairs is to increase understanding of the acquisition patterns of goods and resources throughout the world. Maldistribution underlies many of the world's most pressing long-term problems, but, can goods and resources be divided equitably? In the scramble for pennies, students gain deeper insights into this fundamental global problem.

Objectives:

To better understand the acquisition and distribution of world goods, services, and resources

To compare and contrast one's own views about distribution with the views of others

To draw conclusions about the necessity and feasibility of redistributing Earth's resources

Grade Level: 1-12

Time: One class period

Materials: 100 pennies
Paper
Markers, pens, or chalk

Procedure:

Step 1. Explain to students that in this game they will have a chance to acquire a great deal of wealth, in fact, 100 percent of the wealth (goods, services, power, resources, etc.) that the world has to offer. Explain that the wealth will be represented by 100 pennies. Tell students there is only one rule they must follow in their acquisition of wealth--they may not at any time for the rest of the class period touch any member of the class.

Step 2. Arrange the room so students won't bump into furniture. Scatter the pennies on the floor. Have students scramble for the pennies, then return to their desks.

Step 3. Ask students to count their pennies. Record the results on the chalkboard. Mark each students' initials next to the number of pennies acquired.

Step 4. Tell students they may, if they wish, give pennies to less wealthy class members. Allow two or three minutes for this exchange.

Step 5. Tell students they will be rewarded according to their wealth. For example: all students who have five or more pennies will receive five extra credit points or they may leave class five minutes early. Develop rewards that suit your particular class situation. They should be tempting enough to please the "wealthy" and discourage the "poor" and motivate students in their subsequent attempts to either maintain the status quo or redistribute the pennies. At the same time, the rewards should not be threatening enough to alarm students about their progress in class.

Step 6. Tell all students who have one to four pennies that they will receive a smaller reward (i.e., one extra point per penny). Those without any pennies receive nothing.

Step 7. Ask again if there are any students in class who would like to give away any of their pennies to less wealthy classmates. Allow time for this to occur.

Step 8. Tell students they will now have one last opportunity to redistribute the pennies if they wish to do so. Arrange the class into two groups: those who are satisfied with their wealth and those who are not. Ask each group to arrive at a plan for redistributing the pennies (i.e., all the wealth of the world). Announce that there will be ten minutes for discussion after which a vote will be taken.

Step 9. Give each group a marker and sheet of paper (or chalk for the board). Tell each group to appoint a secretary to record their groups' plans. Also, ask the groups to name their plans for easy identification during the final class discussion and vote.

Step 10. Post the two plans prominently. Ask each secretary to read the group's plan and answer any questions

Step 11. Take a vote; students who own five or more pennies have one vote. Penniless students have no vote. Tabulate the votes and announce which plan is to be implemented. Implement the plan and assign awards to students.

Debriefing:

1. How did you feel about the way in which the pennies were acquired and distributed?

2. Were you treated fairly?

3. Were there any students who gave pennies away? Why or why not?

4. Was the game a fair and realistic portrayal of how wealth and power are distributed in the world?

5. Would you have acted or voted as you did if the pennies had been dollar bills? $100 bills?

6. After playing the game could you better identify with poor people? With wealthy people?

7. Why were student votes distributed the way they were?

8. What people in our society/community have little wealth/power?

9. What people or nations in the world are poor? Wealthy?

10. How many countries are "have nots?"

11. How many "have" nations are there?

12. Why should powerful countries be concerned about the have nots? Why would they give money to poor countries?

13. How can goods and resources be equitably distributed?

Follow-Up:

1. Assign students to find magazines and newspaper articles about the global distribution of goods and resources, wealth and poverty.

2. Show a film about hunger or poverty in the United States such as Hunger in America. University of Illinois, Vusual Aid Service, Champaign, IL 61820. (207)333-1360.

Title: WHAT TIME IS IT?: YOU AND THE FUTURE WORLD

Introduction:

Futurist Alvin Toffler, author of Future Shock, argues that our personal lives are insulated from what is happening in the world at large. Further, this isolation contributes to our refusal to recognize impending world catastrophes and to our unwillingness to accept responsibility for shaping world events.

Is Toffler correct? What are the implications of his statement for citizen participation in decision making in an age of increasing interdependence among nations? In this activity students consider their personal futures and formulate a scenario for the future of the world. They examine the relationship between their personal scenario and their vision of a future world, then consider the extent to which their actions will affect global events and vice versa.

Objectives:

To become aware of the complexity and interdependent nature of the world's political, economic, and social systems

To understand the relationship between students' personal lives and the global environment

To develop an awareness of how people's perceptions, values, and priorities differ

Grade Level: 6-12

Time: One class period

Materials: 8 1/2" X 11" unlined paper
Pencils or markers

Procedure:

Step 1. Distribute paper. Ask each student to draw a ten-inch arrow on which to plot timelines of what they think their futures will be like. The timeline should begin at present. There need not be a definite end point. Ask students to predict five major events that will occur in their personal lives. They should describe these events, locate them on the timeline, and date them.

Step 2. Ask students to predict five major global events they think will occur in their lifetimes. Have them describe these events, then locate and date then on the same timeline.

Step 3. Draw a giant timeline on the chalkboard. Ask students to describe their personal scenarios. Mark some of their personal events on this timeline. What kinds of events did people predict they would experience? What similarities and differences exist among these predictions?

Step 4. Ask students to share their global predictions. Add these events to the giant timeline. Ask students why they chose the events they named. Are their predictions optimistic or pessimistic? Why? What similarities and differences exist between these predictions?

Debriefing:

1. What, if any, points of congruence are there between your personal and global timelines?

2. Are the two sets of predictions mutually exclusive?

3. When we plan our personal lives, what do we take for granted about the world? What characteristics of our present global system can we assume will remain unchanged in our lifetimes?

4. What skills will citizens require to deal with some of the changes outlined in your global scenario? How can people acquire these skills?

5. Do you think your own future will be affected by what happens to the world during your lifetime? How?

6. What are the consequences of ignoring our collective future at the expense of our individual futures?

Title: NUTS TO YOU!: A SIMULATION OF INTERNATIONAL PEANUT TRADE

Introduction:

This simulation game is designed to increase student awareness of the interconnectedness and complexity of global food system. It illustrates the dynamics of international commodity trade and the political, economic, and social relationships that exist between the rich and the poor worldwide. By playing various roles in a number of hypothetical situations, students develop a greater understanding of how an ordinary agricultural product such as peanuts binds us to people in other lands.

Although this activity uses peanuts as an example of a primary product that is crucial to developed as well as underdeveloped nations, it can easily be adapted to illustrate global interdependence with regard to other commodities, i.e., oil, coffee, tea, cocoa, tin, and rubber. It is suggested that this activity be used as a follow-up to the film The Nguba Connection, available from WGBH EDUCATIONAL FOUNDATION, 125 Western Avenue, Boston, MA 02134. Films and readings for other commodity areas are listed at the end of this activity.

Objectives:

To enable students to articulate what it feels like to be powerful or powerless in situations involving crucial global resources

To enable students to describe several ways in which American and Third World people are linked to the global economic system

To enable students to discuss some of the reasons why the global economic system is interdependent

To allow students to formulate hypotheses as to why the global economic system benefits some countries and individuals at the expense of others

Grade Level: 8-12

Time: Two hours

Materials: Handout #1, "Actor Profile Cards"
Handout #2, "Situation Cards"
Supplemental films or readings (optional)

Procedure:

Step 1. Tell your class that this simulation demonstrates the ramifications of production and trade of a single agricultural product, peanuts, that is important worldwide. Explain that they will role play various situations concerning the production and sale of peanuts. Each student will be assigned a different role. In all, there are fourteen actor profile cards. If there are more than fourteen students in your class, you may want to devise some system by which students can share roles.

Step 2. Distribute an actor profile card to each student and have them take turns reading them aloud. Ask students to think about what the goals and needs are of the people they portray. Have the class discuss the subject.

Step 3. Explain that role playing is different than dramatic acting. The student role players need not be entertaining, but they should interact realistically. They should react to imaginary situations in a way in which they think their assigned characters would react.

Step 4. Tell the class you will direct the simulation through the use of situation cards. Each card poses a different situation that might affect world peanut production and trade. Not all students will participate in role playing each situation.

Step 5. Choose a situation card and read it aloud to the class. Ask your students who would be involved in role playing that particular situation. One way to have all the characters interact might be to have the American and British reporters interview the entire group concerning their reactions to the situation.

Step 6. Allow students time to role play the situation you announced. Hold a short class discussion of the situation and the way in which it was role played. Was it acted realistically? What could cause the situation to change? How could the situation improve or worsen?

Step 7. Repeat steps 5 and 6, using a new situation card. There are ten cards, so the simulation can be played for up to ten rounds.

Debriefing:

1. What were the priorities of the different characters portrayed? How and why were these in conflict?

2. Which characters were most powerful? Which were least powerful? Why? How did the powerful exercise control over the situations in which they were involved?

3. How did the actions of the powerful affect the relatively powerless players?

4. If you were one of the powerless players what changes would you make in peanut production and trade that would be to your advantage?

5. What obstacles prevented players from achieving their goals? Are there any similarities between poor laborers in Senegal and in the United States? What are the differences?

6. Discuss the role of the news correspondents. How did they report each situation? How did their perceptions of various situations differ from those of other actors?

7. What other agricultural commodities are grown, processed, and distributed worldwide? Who benefits from these crops? Of these people, who benefits the most? The least?

Follow-Up:

Ask students to construct a web chart that depicts the interrelationships among the actors, institutions, and the conditions involved in the role play. Construction of a web chart graphically illustrates the interdependent nature of the global food system and the political, economic, and social interconnections that exist between individuals in the United States and the developing world. (See web chart on page 13)

Supplementary Resources:

Coffee: The Rules of the Game and You. Available from The Christophers, Twelve East 48 Street, New York, NY 10017, 1974.

Education/Action Kit on the New International Economic Order. Available from the American Friends Service Committee, 2161 Massachusetts Avenue, Cambridge, MA 02140, November 1976.

Global Reach: The Power of the Multinational Corporations. Richard Barnet and Ronald Muller. Simon and Schuster, New York, 1974.

The International Economic Order. Orlando Letelier and Michael Moffitt. Available from the Transnational Institute, 1901 Que Street, NW, Washington, DC 20009.

A Macro-Analysis Seminar Manual on Food and Hunger Issues. Available from the Institute for World Order, 1140 Avenue of the Americas, New York, NY 10036, 1977.

Towards a World Economy that Works. Available from United Nations Department of Public Information, Division of Economic and Social Information, 1980.

The United States and World Development: Agenda 1979. Martin McLaughlin and the staff of the Overseas Development Council, 1717 Massachusetts Avenue, NW, Washington, DC 20036

The World in Your Coffee Cup. Available from the World Development Movement, Bedford Chambers, Covent Garden, London, England WC2E 8HA, 1976.

Films and Slides:

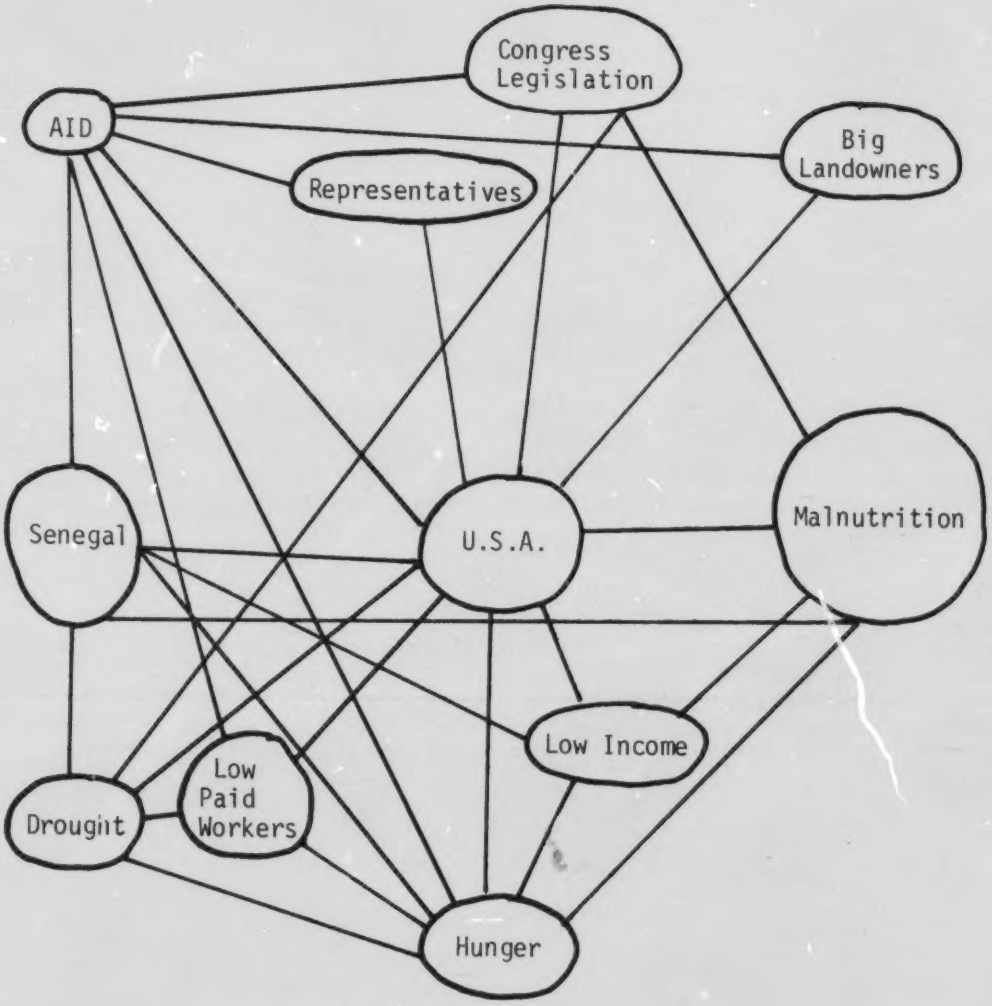
Bottle Babies. A documentary describing the advertising and promotional techniques of infant formula manufacturers and the effects of bottle feeding on Third World infants. Available from AFSC, 1428 Lafayette Street, Denver, CO 80218, (303)832-1676. Also available from INFACT, 1701 University Avenue, SE, Minneapolis, MN 55414. Resource packet on this issue available from Oxfam-America, 302 Columbus Avenue, Boston, MA 02116.

Double Cream! No Sugar? Set of thirty slides and accompanying tape and script illustrating the life of coffee workers in El Salvador. Write to the Canadian Catholic Organization for Development and Peace, 67 Bond Street, Suite 211, Toronto 2, Ontario, Canada.

Food First. Slideshow/filmstrip which argues that the cause of hunger is not scarcity, but the increasing concentration of control over food producing resources. Accompanied by documented script and study guide, pretest, and bibliography for further reading. Available from the Institute for Food and Development Policy, 2588 Mission Street, San Francisco, CA 94110.

Inside Europe: The Shirt Off Your Back. A videotape produced by WGBH in Boston as one of The World programs. Examines the different living conditions, within the context of the global economic system, of garment workers in four nations: England, Sri Lanka, Belgium, and Hong Kong. Available on a limited basis from CTIR or from WGBH, 125 Western Avenue, Boston, MA 02134 (617)492-2777.

Not Enough. An examination of poverty and labor in India and Thailand that is interspersed with interviews with persons in rich nations. Shows the sharp contrast in priorities and world view between First and Third World persons. Available from CROP, Box 968, Elkhart, IN 46514.


Congress
Legislation
AID
Big
Landowners
Representatives
Senegal
U.S.A.
Malnutrition
Low Income
Low
Paid
Workers
Drought
Hunger

Title: A SIMPLE BUT COMPLEX CHOCOLATE BAR: HOW SOMETHING SO LITTLE CAN COST SO MUCH

Introduction:

By way of a simple simulation using a chocolate bar, students are introduced to the complexity and interdependent nature of the world's political, economic, and social systems.

Objectives:

To better understand the concept of global interdependence

To become more sensitive to the interrelationship between political, economic, and social factors and how they influence the price of goods we buy

Grade Level: 7-12

Time: Two to five class periods

Materials: Handout #3, "Role Sheets"
A candy bar

Procedure:

Step 1. Hold up a candy bar and ask the students to list the ingredients and identify and locate the country or countries of origin for those products, for example, chocolate from Brazil or Mexico.

Ask them to list factors which might influence the cost of the finished product, for example: transportation, weather, profit margins, demand/supply.

Explain to them that they will now participate in a simulation of trade policy making which will influence the cost of that chocolate bar.

Step 2. Divide class into five groups and hand out role sheets for each group. As you hand them out, read the role sheet aloud so everyone knows the specifics of the entire situation.

Team 1--Canadian Paper Industry
Team 2--African Consortium for Agricultural Products (peanuts)
Team 3--Iowa Farmers
Team 4--Brazilian Chocolate Industries
Team 5--U.S. Candy Council

Step 3. Have each team read their role sheets and discuss their policy choices. Each group should prepare a statement to be presented orally to the U.S. Candy Council. The Candy Council should discuss various alternatives. There is no need for intergroup communication, but it may be allowed for developing a strategy.

Step 4. Have a spokesperson from each team present their new policy position to the U.S. Candy Council.

Step 5. The Candy Council should be given ten to fifteen minutes to decide on their policy and clarify the positions of other groups.

Step 6. The Council should announce their decision and the new price of the chocolate bar.

Debriefing:

1. Discuss with students how this simple example of a chocolate bar demonstrates the interdependence of economics and politics.

2. Have them discuss other consumer products such as automobiles, gas, oil, homes, etc.

3. What are the implications of global interdependence for each of you as consumers in the world today?

Title: WORLD TRADE: WHEELING, DEALING, AND REVEALING

Introduction:

This game is an excellent way for students to experience some of the bargaining processes that decision makers must consider when dealing with other nations. "World Trade" serves as an excellent introduction to the dynamics of international trade.

Objectives:

To better understand the world as an interdependent system

To learn decision making skills needed for trading for different commodities

To understand the implications and results of various bargaining strategies

Grade Level: 6-12

Time: Two to four class periods

Materials: Handout #4, "World Trade Rules"
Handout #5, "Score Sheet"
Construction paper

Procedure:

Step 1. Tell your students that the game "World Trade" is not a replica of the current international trade system. Its purpose is to help students understand that business decisions are not made in a vacuum, but result from the pressures and perspectives that form the trade system in which nations operate.

Step 2. Make five construction paper signs labeled Agria, Industria, Consumia, Mineria, and Energia. Divide class into five groups and distribute signs.

Step 3. Distribute and read Handout #4. Answer any questions students may ask regarding procedures.

Step 4. Distribute Handout #5. Ask students to discuss which policy they wish to follow during the first round. Each group must agree unanimously on a policy. Failure to agree means an automatic loss of 100 points. The groups should keep their plans secret from one another. There will be no intergroup communication during the first five rounds.

Step 5. Ask each group to pass you a slip of paper announcing its policy decision. When all five have handed in their notes, mark the decisions on the chalkboard and award each nation its points. Then request that the groups quietly discuss second-round strategy

Step 6. Play the second round. Then, have students play three more rounds without communication among groups.

Step 7. After the fifth round tell students they will be able to send a one-minute message to other nations through the International Radio. Nations are not required to speak if they do not desire to do so. Give them five minutes to decide what they will say. After the broadcasts, proceed to round six. Repeat this communication session each round thereafter.

Step 8. The following incidents can be announced as needed:

--Bad weather will cost Agria 50 points. All other nations receive 20 points.

--World slump in demand for consumer products. Consumia loses 50 points.

--New technological invention makes some industrial plants in Industria obsolete. Industria loses 50 points.

--Development of solar power destroys market for energy. Energia loses 100 points.

--Mineria exhausts some natural resources. Mineria loses 50 points.

--World population outstrips economic development. All nations lose 50 points.

--World economic recession. All nations lose 50 points. If at least four nations do not choose policy A, all nations will again lose 50 points in the next round.

Step 9. Note on Revolutions: Nations are subject to revolution every time their cumulative score falls below -300. You may declare

revolutions at your discretion. After a nation has a revolution, explain that other nations with more than 300 points may give that country some of their points as foreign aid.

Debriefing:

1. Ask a student to give a brief narrative history of the simulation. As other students offer different interpretations of the history of the simulation, get them to speculate why their interpretations differ. Is it different roles? Different vantage points?

2. How does what you did in this simulation resemble trade in the real world? Were there parts that did not resemble trade as you see it?

Follow-Up:

Once students have played the game and you have discussed what happened and why, students could research the actual trade policies of nations to see how they compare to their behavior in the game. You could have students try to rewrite the pay-offs to change the behavior of the participants to a more cooperative system. Ask students what would have to happen to make the international trade system a more cooperative venture.

Title: COMPARING COUNTRIES AND COMPANIES: A CARD GAME

Introduction:

This activity is designed to increase student awareness of the relative size of multinational corporations (MNCs) and their potential impact upon the global economic system. Students will play a card game which will enable them to compare annual sales figures for selected MNCs with gross domestic product (GDP) figures for certain industrialized and developing countries. Based on this data and their experience playing the game, students will make generalizations about the relative size and power of MNCs within the global economic system.

Objectives:

To become familiar with specific data from ten industrialized nations, ten developing countries, and ten selected MNCs

To compare gross domestic product figures of selected industrialized nations, GDP figures for certain developing countries, and gross annual sales figures of certain MNCs

To critically analyze this data and formulate hypotheses about the relative size and power of MNCs within the global economic system

Grade Level: 10-12

Time: One class period

Materials: Handout #6, "Cards"
Handout #7, "1978 Gross Domestic Product"

Procedure:

Step 1. Divide the class into pairs. Count the number of pairs and duplicate the deck of playing cards so that each pair of students has a full deck.

Step 2. Direct the students to shuffle cards and deal half the deck (fifteen cards) to each student.

Step 3. Each player places the cards in a pile on the table with the names of the countries and companies facing upward. On the count of three both players take the top card from their piles and place them in the middle of the table, keeping the name

side up. Students should guess which country or company is biggest. Countries are measured in terms of GDP figures and companies are measured in terms of gross annual sales figures. After guessing students should turn the cards over to determine which is actually the largest. The largest figure wins. The student with the winning card takes the loser's card and puts both cards aside in a separate pile. Repeat this procedure for the remaining fourteen cards.

Step 4. At the end of the round, shuffle the cards and instruct the students to play two more rounds.

Step 5. Have the players count the cards in their piles. The player with the greatest number of cards is declared the winner.

Step 6. Ask both winners and losers to lay their cards out in front of them. What observations/generalizations can be made about the types of cards in each pile? Are there any similarities between cards in the same piles? Are there any differences between piles? Where are the cards for the industrialized nations? The less developed countries? The MNCs?

Step 7. Ask some of the pairs to share their generalizations with the class. Also ask students what observations they made playing the game. Did a specific pattern of play develop? Did anyone think that, in some cases, companies could win over countries?

Step 8. Now tell the pairs to combine all the cards. Looking only at the figures for each country/company, instruct the students to rank order the cards 1-30, the highest figure being 1 and the lowest figure being 30. Lay them out on a desk or a table.

Step 9. Tell students to turn all the cards over to the name side, keeping them in their ranked position. Looking at the list of companies/countries, what new observations can be made when the cards are organized this way? Where are the industrialized nations located? The MNCs? The developing countries? Encourage students to share their ideas with the class?

Step 10. Distribute Handout #7. Ask:

What sort of information does this sheet provide?

What observations can you make about the size of the GDP for North America and the European Economic Community?

What percentage of the total do these two areas account for?

Rearrange the data, rank ordering the groups of countries from the highest to the lowest, according to GDP values.

Where does the figure for the top fifty MNCs in the world lie with respect to the other figures? What generalizations can you make from the data about the relative wealth and economic power of MNCs in the global economic system?

Debriefing:

1. Are there any problems in comparing a gross domestic product and gross annual sales figures? What kind of information do these figures provide? What important considerations/measurements are not included in this concept?

2. What additional information might provide a better comparison between countries and companies?

3. What other data might provide more information as to the size and power of global corporations?

4. Can multinational corporations be regarded as factors that hold power and influence equal to that of the nation-state? Why or why not?

Follow-Up

Choose one multinational corporation and research such things as its operations, type of products produced, number of employees, or number of plants in nations other than the home country. Share this information with the class.

Title: CREATING WORLD MAPS: VISUAL DATA CHARTS

Introduction:

Maps can provide a variety of information in addition to physical contours, geographical relationships, and political boundaries. Sometimes visual illustrations of data are easier to understand and have more impact than lists of statistics.

In this activity students will create their own world maps based on data concerning military expenditures and socioeconomic indicators such as gross national product (GNP), population growth rate, and literacy rate. By deliberately distorting maps of various regions of the world to represent the data about those areas, students will develop a greater awareness of the disparities of resources, wealth, and power in the international system.

Traditionally we have accepted the GNP as the total amount of goods and services produced annually by a nation and the primary indicator of whether a nation's living standards are improving. Does the nation with the highest GNP or the highest per capita GNP (the amount of goods and services produced per person) necessarily have the highest quality of life? What other factors or conditions determine quality of life, and how do different regions of the world compare with regard to these indicators? Does a high rate of military spending improve a country's standard of living? Is social welfare often sacrificed for military strength?

Upon completing their maps, students will compare and contrast the quality of life around the world and will reach conclusions as to their definition of quality of life.

Objectives:

To acquire, analyze, and use information from charts and graphs

To reproduce statistical information visually in the form of world and community maps

To consider different socioeconomic indicators that contribute to the quality of life and to formulate a definition of this concept

To develop a greater awareness of disparities of wealth, power, and quality of life around the world

Grade Level: 11-12

Time: Two class periods

Materials: Handout #8, "World Map"
Handout #9, "Global Data Charts"
Handout #10, "Regional Groupings"
Handout #11, "Distorted World Maps"

Procedure:

Step 1. Distribute Handout #8.

Step 2. Divide the class into groups and have each group choose a chart from Handout #9. Direct each group to draw a map of the world based only on the information provided in the charts. Tell them to distort the sizes of the landmasses to visually represent the data.

Discuss the concept of "scale" in map making. How can students visually depict the information on the charts? How can they show the relative differences between countries? Students need not be overly concerned with outlining the political boundaries between nation-states. The names of the countries included in each regional grouping appear on Handout #10. Ask students whether, in regard to specific indicators (e.g., GNP or literacy rate), they think there can be a great disparity between different countries in the same regional group.

Distribute Handout #11. It is a good example of map distortion that illustrates world supply and demand. Tell students to keep this example in mind, but also urge them to be creative. This part of the activity may be started during one class period and continued as a homework assignment.

Step 3. In class, prominently display the completed maps, but cover the maps' titles so they cannot be seen. Have students guess what information they think each map visually represents.

Step 4. Uncover the titles of the maps and discuss:

What are the similarities and differences of the maps?

Which regions of the world are distorted to sizes larger than their actual physical boundaaries? To sizes smaller?

Is there continuity in the distortions? Are the maps correctly drawn to scale?

What do the maps suggest about the quality of life in different areas of the world? Does there appear to be a relationship between GNP and other quality of life indicators, such as life expectancy and literacy rate?

What sort of relationship can you postulate exists between a high level of military spending and the quality of life?

How would population pressures affect economic well-being and the quality of life?

Are there other indicators of quality of life which are not depicted by these maps? What other indicators do you think should be included?

If you lived in Latin America, what quality of life problem would you be most anxious to change? Explain. What would you change if you lived in North America? In the USSR?

Debriefing:

1. How would you define the phrase "quality of life?"

2. How would you compare the quality of life in the U.S. to other countries?

3. How many statements can you make in comparing the various data presented (e.g., do infant mortality and literacy rates correlate to the GNP or are the most populated countries also the most powerful ones)? List these statements on the board.

Follow-Up:

1. Write a 250-word essay defining quality of life.

2. In groups of five, write a group paper on "The Quality of Life: U.S. vs Other Countries."

Additional Activities:

The following exercise is adapted from an activity entitled "Measuring the Quality of Life" that appeared in Intercom 82: Environmental Issues and the Quality of Life. Global Perspectives in Education, 1976, p.15.

1. Ask students how they would measure the quality of life in their community and represent it on a map. Encourage them to research information about what contributes to and what detracts from quality of life in their community. Ask students what indicators they think are important to observe.

2. Discuss the indicators that the Midwest Research Institute developed to measure the quality of life in American cities. The Institute grouped its indicators under five main headings: economic, political, environmental, educational, and social components. ("Quality of Life in the U.S. Metropolitan Areas, Summary," 1970. Midwest Research Institute, 425 Volker Boulevard, Kansas City, MO 64110, May 1975, $5.)

3. Have students decide what indicators they want to research. Encourage them to be specific, accurate, and methodical. They should seek statistics that can be illustrated visually.

   For example, to investigate social quality of life the following information could be obtained: percent of households with telephones; percent of workers using public transportation; cost of living index; number of swimming pools per 100,000 people; sports events in local area; percent of unemployed; percent of blacks unemployed; percent of women unemployed.

   Information can be obtained by calling or writing local community government offices, libraries, and agencies such as the Chamber of Commerce. Other helpful sources are newspaper files, The Statistical Abstract of the U.S. (published annually), and the County and City Guidebook (U.S. Government publication).

4. When students have compiled their information, instruct them to present it in the form of a map. Display, discuss, and evaluate the maps. Discuss:

   What are the strengths and weaknesses of this community mapping survey?

   What do the maps tell you about your community? What information was omitted?

   How do you evaluate the quality of life in your community? (Rate it on a scale of 1-10.)

   How does it compare to the quality of life in different regions of the world? In Latin America? In the USSR?

   If people in the U.S. did more to help others, how would this affect the quality of your life?

   What could we do to help others living in less fortunate communities? Is it our responsibility to do this?

5. Ask students how they think their community's quality of life will change in the next twenty years. How global quality of life will be altered? Have them write short papers on what indicators they perceive will be the most important in determining the quality of life in the year 2000.

Supplementary Resources:

World Military and Social Expenditures 1980 by Ruth Sivard. Available for $2.50 from World Priorities, Inc., Box 1003, Leesburg, VA 22075.

"Earth Shapes." Distored world projections that can be used in a variety of creative ways in the classroom. Available from Creative Publications, 3977 Bayshore Road, Palo Alto, CA (415)968-3977.

Title: RAMIFICATIONS: HOW CHANGE CHANGES US

Introduction:

Modernization and technological innovation exert subtle and profound effects on people's lives. In this exercise students become aware of modernization's effect on (or ramifications for) people's lifestyles and that of the entire world.

Objectives:

To become aware of how modernization and new technology affect people's lifestyles and their environments

To explore strategies available for coping with sudden or profound changes in one's environment

To invent useful tools for people of different cultural backgrounds and lifestyles

To explore creative and flexible ways of adapting to modernization and technological change

Grade Level: 6-12

Time: One to two class periods

Materials: Handout #12, "Ramification Sheet"
Leggos, Tinker Toys, or Erector Set
Drawing materials

A set of at least twenty pictures of individuals from different cultures and involved in different activities (e.g., coalminers in Wales or Wyoming, women business executives, farmers in Iowa, and old couple on a street corner, a rice farmer in Asia, or a factory worker in Hong Kong). Some good sources of pictures are old National Geographic, Geo, Life, or Fortune magazines.

Procedure:

Step 1. Briefly discuss with students the concept of change (to undergo transformation, transition, or substitution which implies making either an essential difference amounting to a loss of original identify, or a substitution of one thng for another). Ask students to brainstorm a list of changes that have occurred

in our global society due to the introduction of a new technology (a method of achieving a practical purpose). For example: What were the effects of the invention of the automobile? What were the impacts of the introduction of the tractor in rural developing countries? What changes have occurred because of the Soviet and American space programs?

Step 2. Distribute one picture to each student or small group of students. Ask them to develop a possible profile for the people in their pictures.

In what country is this picture taken? Is it part of the developed, industrialized world (e.g., United States. Canada, Japan, Western Europe)? Or part of the industrializing or developing world (e.g., most of Africa, Asia, and Latin America)?

What is the income of the persons in this picture? Base your figures on whether they live in developed or developing nations.

What sort of food, shelter, education, employment, and leisure activities do the people in the picture have?

Other issues that might be included in the profile: size of family, population of region, health facilities, weather, and so on.*

Step 3. Have the students share their profiles with the entire class. You might have students discuss similarities and differences between the developed and developing areas as presented in their profiles.

Step 4. Now, assign a "profound and significant change" to each student or group and ask them to introduce an appropriate method of coping with this change. The changes you might introduce include: a natural disaster, e.g., typhoon, hurricane, drought, or flood; a war or conflict with a neighboring country; the building of a factory in the rural town or the closing of a factory in an industrial area; a breakdown of the

---

*There are a number of resources available that the students could use to help them develop their profiles. Work with your library or media resource center focusing on materials dealing with the issues of development, food and hunger, population, global poverty, basic needs, and in area studies publications. This part of the activity should provide the students an excellent chance to develop some research skills.

government; the introduction of a tractor in an agricultural community; or a population explosion. You might draw from the list that the students braintormed at the beginning of the activity.

Encourage students to play the role of inventor. They are to design and draw, or even build, a model of their invention that will help the persons in the pictures cope with the changes. Stress the need to be creative. In some cases an invention will not help and students should be made aware of the fact that often intangibles such as faith are the only responses to profound changes.

Step 5. Have students share their methods of coping with the changes with the rest of the class. Discuss how different cultures respond to changes. Explore the possible effects of this invention on the society in which the people live. Have students list all of the possible ramifications for their profiles, using Handout #12, and compare with the others in the class.

Debriefing:

1. Were you able to empathize with the person for whom you invented something?

2. How were the inventions in class similar? Different? Would you classify your invention as "high technology" or not? What about the inventions of others in class?

3. Would you consider your invention an appropriate technology invention (appropriate for the problem and the lifestyle of the person)? Why? Are the other inventions appropriate or not?

4. How realistic was your invention?

5. What sort of impact would the invention have on the person's lifestyle?

6. What sort of effect would the invention have upon the environment?

7. How would the world change because of your invention? Because of other class inventions?

8. How would the world change if all the inventions began to be used at the same time?

9. Can all of society's problems be solved by technological innovation and implementation?

Follow-Up:

1. Have students make a list of things at school, home, or community they consider to be examples of inappropriate technology and tell why.

2. Have students research the ramification for society of important inventions: the chimney, the astrolab, the stirrup, the iron plow, the internal combustion engine. Make a chart showing all the different effects of change using Handout #12.

3. Have students research inventions that have been used in different cultures at different times, such as the calendar and gunpowder.

4. Show a film in class about the rate of change such as Future Shock.

5. Discuss in class Robert Harvey's section on change and its ramifications in An Attainable Global Perspective. (Available from CTIR for $3.)

6. Have students list the most important technological developments that have occurred in their own lifetimes, the effects on themselves, and ramifications for the future.

7. Have students predict what problems may or may not be solved in their lifetime by technology. Predict problems that might occur because of the introduction of the inventions themselves.

Title: MULTINATIONAL BOARD GAME

Introduction:

This activity is designed to increase student awareness of the different types of multinational corporations (MNCs) and their sizes, structures, and financial profiles. Students will examine two charts, "100 Largest U.S. Multinationals" and "100 Largest Foreign Investments in the U.S." By analyzing this information they will develop a greater understanding of the depth and scope of multinational investment abroad and in the United States.

Objectives:

To develop a greater awareness of the different types of multinational companies

To acquire, analyze, and use data to develop a greater awareness of the size, structure, and financial profile of these different multinational corporations

To discover the nature and extent to which we utilize the products/services of MNCs in our everyday life

To become aware of the extent to which U.S. multinationals invest abroad and of the nature and extent of foreign investment in the United States

Grade Level: 10-12

Time: One or two class periods

Materials: Handout #13, "Multinationals"
Handout #14, "Foreign Investments"
Handout #15, "Nestles"

Procedure:

Step 1. Divide the class into groups. Distribute Handout #13.

Step 2. Discuss the terms "total and net revenue," "total and net income," "profit," and "assets." Explain the meaning of each column in the charts. With regard to the largest U.S. multinationals ask:

How many companies on this chart do you recognize? Go through the list and put a check beside each one.

Can you recognize the products/services available from each company? List as many as you can for each global company you are familiar with.

How many of the items you have listed are essential to your way of life?

What items do you use most often as an individual?

What items do we use most often as a society?

Does the rest of the world have a similar pattern of consumption?

What types of companies are represented on this list? Group them according to type (e.g., bank, oil, auto, or food). Which types are most prevalent? Why?

Which companies have the largest total revenue? List the top fifteen.

Make a list of the fifteen companies with the largest amount of foreign revenue. Are they the same corporations as you listed above?

What are the implications of the data in Column 3 for the role of the multinational corporation?

Do the companies which receive the largest percentage of their profits outside the U.S. (Column 6) receive a similar percentage of their total revenue from foreign investments (Column 3)? Why would these two figures be different? Explain.

Which company do you suppose has overseas investments in the greatest number of foreign nations? In what countries do you think the top ten have investments? Be able to support your answer.

Step 3. Distribute Handout #14.

Step 4. Discuss the term "subsidiary diversification" and the concept of "vertical integration" with the students.

Step 5. Have the students consider these questions with regard to Largest Foreign Investments:

At first glance, what if anything surprises you about this chart?

Go through the listings of U.S. companies (Column 3). Make a check next to the companies of which you have heard. Make an "X" next to the companies whose products/services you use. Did you know that these companies were totally owned by larger corporations located outside the United States?

Why is the subsidiary investment structure (the model of larger companies owning smaller companies) often adopted by multinational corporations?

What advantages/disadvantages do you suppose this structure has with regard to taxes in the nation of the parent company? Taxes in the U.S.? The flow of revenue between the parent company and the subsidiary? Prices and convenience for the consumer in the parent nation and in the United States? Accountability and the necessity to abide by government business regulations in the United States? Profits for the parent company?

What are the implications of this model of multinational investment for governments around the world? For consumers? What are the effects of this structure on the free market system? On local businesses in the U.S. and abroad? Do you think this investment structure is a good one? Why or why not?

What are the implications of increasing amounts of foreign investment in the U.S. economy? Which industries in the U.S. have been most affected by foreign investment?

Step 6. Distribute Handout #15. Tell students not to look at the sheet until you instruct them to. Have them consider these questions:

Locate Nestle, S.A., on Handout #14. Where is it located in relation to other food multinationals? Why?

List all the Nestle products you can think of. How many of these products do you consume?

Look at Handout #15 and compare your list to it. What impact does the company's size, diversification, and model of investment have on the U.S. food industry?

How powerful is Nestle?

Follow-Up:

1. Have students research a multinational corporation of their choice. Instruct them to write the corporation asking for annual reports, shareholder profile statements, and other pertinent information such as advertising policies, or extent of overseas operations. Have them interview members of the community who work for the company. They can write up a multinational corporate profile and present it to the class. If their corporation is involved in food or agribusiness, they might consult The Directory of Major U.S. Corporations Involved in Agribusiness and The Standard Directory of Advertisers (see below).

2. Have students make a list of the major fast food chains they use and research what multinational corporation owns or controls them.

CHAIN	OWNER
Burger King	Pillsbury Company
Burger Chef	General Foods
Kentucky Fried Chicken	Heublein Company
Arby's	Royal Crown Cola
A&W Rootbeer	United Brands
Jack-in-the-Box	Ralston-Purina
McDonalds	Independent

Have a class discussion. What does the trend toward fast food eating and this investment model mean for the structure of the American family, the quality of our diets, and consumer control over fast food?

Additional Resources:

Sivard, Ruth Leger. World Military and Social Expenditures 1980. World Priorities, Inc., Box 1003, Leesburg, VA 22075. (703)777-6444. An annual report about global interconnections between military and social priorities, poor and rich countries, military and civilian uses of nuclear energy and world conflicts, and intervention by foreign powers. A great data source for activities. Teacher's manual available upon request.

Standard Dictionary of Advertisers. National Register Publishing Company, 5201 Old Orchard, Skokie, IL 60077. Identifies the parent company of every advertised food produced in the United States. A helpful resource.

The Fortune 500. In Fortune magazine every year. A list of the 500 largest industrial companies in the world. A companion list to the Forbes charts.

Controlling Interest. A forty-five minute film on MNC activities and investments in the developing world. Newsreel, 1978.

For a complete description of the activities of the Nestle corporation in the developing world, especially its intensive promotion of infant formulas, contact INFACT, 1701 University Avenue, SE, Minneapolis, MN 55414. The issue of infant formula advertising by MNCs provide an excellent case study of the political, economic, and social effects of multinational corporate activity in developing nations. A very good film on this issue, Bottle Babies, is available from Tricontinental Films, 333 Sixth Avenue, New York, 10027.

"Inside Europe: The Shirt Off Your Back." A videotape from The World program produced by WGBH, Boston. An excellent introduction to the implications of foreign investment upon local economies worldwide.

Title: CONSTITUTIONAL CONVENTION: WRITING THEM RIGHT

Introduction:

In this activity students form Constitutional Convention teams that cope creatively with serious issues that challenge countries thoughout the world. Each team will represent a different country for which it will write a constitution. The class then compares and contrasts the constitutions.

Objectives:

To understand why nations create constitutions

To become aware of key global issues

To learn the difficulties involved in writing a constitution that fairly represents all of a nation's people

To compare and contrast various world constitutional models

Grade Level: 6-12

Time: One week

Materials:

Copies of various countries' constitutions. Resource: Albert P. Blaustein and Gilbert H. Flanz, eds. Constitutions of the Countries of the World. Oceana Publications, Inc. Dobbs Ferry, NY: July 1980, Volume 15.

Procedure:

Day 1. Divide students into four teams, each one to write a constitution for a different country. Explain that each team must research the problems of the nation it represents before it can write that country's constitution. Suggest some typical worldwide problems (e.g., inflation, hunger, illiteracy, political instability) such nations may face.

Ask each group to list on paper as many problems as they can think of that have not yet been solved by the nation they represent. Allow students library research time before they begin their lists.

Post the lists on a bulletin board. Ask each group to explain its list to the class and to answer questions from other class members. Have other class members suggest additions to the lists.

Distribute constitutions copied from the Blaustein and Flanz book. Each team should only receive the constitution which concerns its nation. Allow the teams class time in which to read the constitutions, or assign the reading as homework. After they have read the constitutions ask students if they have any questions concerning the documents, for example, about vocabulary.

Day 2. Tell students they are to rewrite their national constitutions to meet the problems of their societies as identified by their group lists.

Day 3. Allow time for student groups to complete the revision of their national constitutions.

Day 4. Have one person from each team read aloud the constitution for each nation. Other class members should ask questions and comment on whether each team sufficiently addressed the problems first identified as troubling the nation.

Debriefing:

1. Why are constitutions necessary? Why are laws and government necessary?

2. What do the various constitutions which you revised say about the values of the people who wrote them?

3. How were the constitutions similar in form? How did they differ?

4. What specific issues did the constitutions cover? Which issues or problems should they address?

5. How feasible would it be for various nations around the world to hold new Constitutional Conventions?

Follow-Up:

Distribute copies of the U.S. Constitution. After your class has read it, ask them how they would rewrite it to meet the needs of American society in the 1980s.

Title: ORGANIZATION OF AFRICAN UNITY CONFERENCE

Introduction:

Students will become more aware of global interdependence and the complexities involved in resolving problems that affect more than one nation by participating in a simulated conference of the Organization of African Unity (OAU), an organization comprised of the Continental African countries, Madagascar, and other islands surrounding Africa. Specific issues and problems are given for students to debate and resolve during the conference.

Objectives:

To recognize the interdependence of the world's nations

To better understand the complexities and far-reaching effects of world problems

To make students aware of international organizations, the way in which they function, and their effectiveness

To determine what factors result in power or a lack thereof

To identify global "actors," such as nations that may influence an issue or event

To learn how to promote one's viewpoint

To identify the positive and negative consequences of a decision

To generate realistic alternatives

To evaluate the quality and accuracy of information

Grade Level: 7-12

Time: Three to eight class periods

Materials: Handout #16, "Role Sheet"
Handout #17, "Assignment and Research Guide"
Handout #18, "Map of Africa"
Handout #19, "Tsetse Fly Map"
Handout #20, "Agenda"
Handout #21, "Text for Chairman"
Handout #22, "Student Evaluation"
Typewriters (optional)
Name tags
Tape

Procedure:

Step 1. Explain to students they will split into groups of two and each pair will be assigned an African country to research and represent as a member of the Organization of African Unity Council. Students should be told the conference's purpose is to solve crisis situations and decide major issues that affect African nations. Although working in pairs, students should understand they will be graded individually. You will also need to appoint students to the roles of chairperson, cochairperson secretary, and newspaper reporters. You can base your choice of the African countries students will represent, not only on Handout #16, but on the current events and specific countries or issues your class has recently studied.

Step 2. Distribute Handout #16. Write the names of the students who will represent specific nations beside the nation listed on the handout. In addition, list the names of students who will play chair, cochair, secretary, and reporters.

Step 3. Distribute Handout #17 to each student. Discuss with the class what is expected of them and how they will be graded.

Step 4. Distribute Handout #18.

Step 5. Distribute Handout #19 showing the areas infested by the pestilent tsetse fly, as well as sleeping sickness.

Step 6. Distribute Handout #20 so students can research and become familiar with issues to be discussed. (Issues may vary according to current events, topics studied in class, and your own preference. You may wish to make up some of the issues; they do not have to be actual problems that are happening in Africa today.) Allow students time to read the handout.

Step 7. Give each reporter a name tag on which to write the name of the publication he/she represents. If possible, provide two or three typewriters on which the reporters can prepare stories, editorials, and newsbriefs.

Step 8. Tell the student journalists they are to report on the events, issues, proposals, and decisions made during the conference. They may interview council members and report on caucus proceedings. The typewriters should be used right in the conference room and reports should be taped on the wall as soon as completed. Encourage all students participating in this activity to write editorials and give interviews. Remind students that because most countries are represented by two members, they should take advantage of this situation. While one member represents a nation at the conference table, the partner can give a statement or interview to the press. The partner could also write an editorial or negotiate with other representatives not at the conference table.

Step 9. Instruct the secretary to take notes on the debate and vote of each agenda issue.

Step 10. Have the chair call the conference to order and read aloud Handout #21. The chairperson will then follow the agenda, reading each issue or proposal aloud before opening it to debate. The chairperson and cochairperson must decide when a proposal should be voted on. They also must consider when and whether a caucus should be called to rewrite a proposal or to decide what the vote will be on the proposal. Caucuses can also be called for the purpose of writing a proposal to resolve a problem brought out in an issue statement on the agenda. If a new proposal is written, it must be submitted to the chairman. <u>All proposals must be passed by a three-fourth's majority</u>.

<u>Debriefing</u>:

1. How realistic was this simulation? In what ways was the conference realistic? Unrealistic?

2. Discuss what made the conference unrealistic. Is there any way for the OAU to enforce decisions and policies it makes? Are these methods effective?

3. How were decisions made?

4. What kinds of negotiations and trades occurred beyond the conference table?

5. Why did some nations have more power and influence than others?

6. Did interdependence with other African nations affect decisions? How?

7. Did you represent your own interests and conscience or those of the nation you represented?

8. How feasible is it for a political representative to vote according to his/her conscience?

9. Is it difficult to be the voice for a nation? How does it feel?

10. Does a nation really speak as one voice?

11. How does one promote and represent the interests of a nation?

12. What local, national, and global actors (people, nations, and organizations) exert influence?

13. Why do some actors have more impact on decisions than do others?

14. What are the pressures a statesman would have to face when representing a nation in an international organization?

15. As you played your roles, did you really feel some of those pressures?

16. In what ways could a statesman be torn as to the course of action to follow?

17. Discuss the power of nations as opposed to the power of international organizations such as the OAU and the UN. (This may require some additional research.)

18. Are international organizations like the UN and OAU basically unpowerful? In what ways and why? What can they accomplish?

19. If international organizations seem to be endowed with little power, then what is their purpose? Can they serve any worthwhile cause?

20. Do they serve as a forum for debate and discussion? Is that useful?

21. What would have to happen in order for the OAU or the UN to enforce policy?

22. OPEC is an international organization. Is it more influential than an organization like the OAU or the UN? In what ways and why?

23. In addition to international organizations such as the OAU and UN, identify other global actors that may influence world events.

24. Discuss the influence and power multinational corporations exert on the global scene.

25. What ways does trade affect national and global situations?

26. How accurate is research?

27. What affects the accuracy of information?

28. Is there such a thing as objective news?

29. Does the source and time from which information came have anything to do with the information's objectivity or accuracy?

30. What were some of the frustrations you experienced in trying to obtain information?

Follow-Up:

After the conference and debriefing, ask students to turn in their research, news reports, and editorials. Distribute Handout #22 and have students complete the questionnaire.

Suggested Newsbriefs Related to Agenda Issues:

Issue 1. While observing the students debate this issue, look for the student who argues most intensely for the sale of oil at reduced prices to underdeveloped African nations. Interrupt the debate so a reporter can announce that a large amount of oil has been discovered in that country. It is interesting to note if the student will reverse his/her argument.

A newsbrief could also announce the discovery of oil on the border of two countries. Somalia and Kenya are a good example because they have a traditional border dispute. It centers on the Shiftra movement where northern Kenya is claimed by Somalians. Terrible atrocities are committed by both parties, and people and cattle are often shot on sight.

Issue 6. A reporter should announce that terrorists have attacked UN headquarters and have taken 150 hostages, most of them heads of state. A number of the hostages are delegates from African nations.

Issue 8. State that the government of South Africa has announced that it will retaliate against other African nations if the OAU passes this proposal. South Africa will cut off all their port facilities to other African nations and will slice by 50 percent their imports and exports with member nations of the OAU. Military action will also be taken against all border countries that voted to support guerilla revolutionaries.

NOTE: These issues and newsbriefs are only suggestions. They can be added to, rearranged, or deleted. They may be made more complicated or simplified according to the age group involved. Other issues could involve the following: pollution of Lake Victoria; aid to nations suffering drought; a trade embargo on South Africa; the harnessing of hydroelectric power; an oil spill, and so on.

Bibliography:

Andemrcael, Berhanyken. Peaceful Settlement Among African States. New York: UNITAR, 1972.

Cervenka, Zdenek. The OAU and Its Charter. New York: Praeger, 1969.

Cervenka, Zdenek. The Unfinished Quest for Unity: Africa and the OAU. London: Julian Freedman, 1978.

Delancy, Mark W. (ed.). Aspects of International Relations in Africa. Boyd, John Barron, Jr., "The Origins of Boundary Conflict in Africa," African Studies Program, Indiana University, Bloomington, 1979.

El-Ayouty, Yasin (ed.). The Organization of African Unity After Ten Years. New York: Praeger, 1975.

Legun, Colin. "The Organization of African Unity: Success or Failure," International Affairs, 51, 2, April 1975, 208-219.

Meyers, David. "Intraregional Conflict Management by the Organization of African Unity," International Organization, 28, 3, Summer 1974, 345-373.

Meyers, David. "The Organization of African Unity: An Annotated Bibliography," Africana Journal, 5, 4, Winter 1974, 308-321.

It is further suggested that the school library order "Background Notes" from the Department of State for each African nation. These may be obtained from: Department of State Publications 8032, Office of Media Services, Bureau of Public Affairs, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Title: COPING: MULTIETHNIC GROUPS AT THE BARGAINING TABLE

Introduction:

This activity introduces students to the dynamics of policy making in multiethnic societies. It deals specifically with the conflict between ethnic groups which must compete for limited resources within a society. Students play the roles of members of ethnic groups and members of the nation's legislative body. The players must formulate their policy priorities and bargain with the other groups, eventually seeking to satisfy their goals and improve their ethnic group's position in the society. In debriefing the game, students examine and analyze the many factors that determine and influence ethnic conflict.

Objectives:

To increase student knowledge about the functions of the political process in a multiethnic society

To give students the opportunity to develop political bargaining skills

To improve comprehension of the rationale behind the nature of ethnic demands

To provide the opportunity for students to act out the processes involved in ethnic conflict situations

To increase student understanding of what it can mean to be a member of an ethnic group in a multiethnic society

Grade Level: 7-12

Time: Two class periods

Materials: Handout #23, "Map of Zabros"
Handout #24, "Rules"
Handout #25, "Profiles"
Handout #26, "Name Tags"
Handout #27, "Demand Form"
Handout #28, "Policy Accomplishments"

Procedure:

Step 1. Display Zabros map and the initial power card distribution (Zabros 50; Abas 22; Boros 20; Obos 8) on the board or in a place where everyone can see both during the game.

Step 2. Divide students into four groups, with the Obos having the fewest members. There should be an odd number of players in each group if possible. Distribute Handouts #23 and #24, and the appropriate profile to each player. Also distribute appropriate nametags.

Step 3. Within their groups, students read over their role sheets and discuss their long range policy goals. Students should decide, based on their ethnic group profiles and suggested policy options, exactly what their groups' priorities should be.

Step 4. The Game Director reads the rules and explains the power card distribution chart. (Sample of chart is found in rules.)

Step 5. Allow 5 minutes for each group to discuss general strategy and formulate their plans for bargaining with other groups. There should be no interaction among the groups.

Step 6. Allow 5-10 minutes for intergroup bargaining and communication. Students may communicate with other groups, with permission of that group only. Students discuss working together on policy demands and attempt to find out about the characteristics and goals of the other groups.

Step 7. Allow 5 minutes for players to return to their groups and discuss what they learned from the other ethnic groups. At this time each group must write their demand on the Demand Form and submit it to the Game Director.

Step 8. Once all demand forms are received, they are read aloud by the Game Director. They should be read in the order they are received.

Step 9. Each group may make a one-minute speech to the entire group supporting its demand.

Step 10. Give each group 2 minutes to discuss among itself how it will vote on the demand.

Step 11. Voting, tallying of vote, and redistribution of power cards (if necessary). On voting, the majority rules--51 percent to pass or defeat a demand. Record results on Handout #28.

Step 12. Play as many voting rounds as you can.

Debriefing:

1. Why did you vote the way you did?
2. How did you feel about be a Zabo, Boro, Aba, or Obo?
3. How did leaders develop in each group?
4. Which ethnic group do you feel was in the best position? Why?
5. If you could have been a member of any of the four groups, which one would you prefer? Why?
6. Do you think the game was like the real world?
7. What parts of the game seemed unrealistic to you? Realistic?
8. How could we find out more about ethnic conflict?
9. Did you find yourself feeling that your group was better than the others in any way?
10. Did you begin to stereotype the other groups? Were the Obos "stupid farmers" and the Boros "dirty miners?"

TEACHER INFORMATION

This game simulates the distribution of the resources of a multiethnic society through the political system. The game is organized to involve students in bargaining and decision making in a situation best described as one of ethnic conflict. Most nations of the world are comprised of two or more ethnic groups. The groups work out many different ways for distributing the resources, goods, and services of the nation. The ways that ethnic groups cope with each other through the political process is the subject of this game.

The object of the game is for students to meet as many of the goals of their ethnic group as they can. Since the goals of the various groups are not similar or complementary, a conflict situation arises when each group attempts to meet its own goals, often at the expense of other groups.

Players are members of the multiethnic society of Zabros. The game simulates the policy making process in a multiethnic society. Students become members of four ethnic groups: Abas, Boros, Obos, and Zabos. Each of these groups has a distinct culture with its own set of values, beliefs, and behaviors which are maintained by symbols of culture. Each group has its own language, religion, and customs unique to its cultural heritage. In addition, each group maintains (or tries to maintain) its own territory.

As members of a hypothetical ethnic group, students share a common bond. This bond is composed of fundamental beliefs, issues of right and wrong, definitions of what rules should be followed, priorities, goals, and values--all of which each group sees as distinctive from those of other groups. Moreover, each group sees itself as a collective, a separate group within a larger society, i.e., Zabros. As a nation, the four groups join together only when it seems more efficient for meeting the demands of a nation. Although each group shares some characteristics with other groups (for example, a rather weak national affiliation), the groups are quite different when it comes to political aspirations. The game explores four basic ethnic political orientations. These are described in the profiles.

Title: SELF-DEFENSE: A SIMULATION OF WORLD WAR I

Introduction:

Making decisions in real life situations often seems very difficult because of complex factors and emotions which complicate the situation. Nevertheless, as society increasingly becomes faced with more complex situations, the effective citizen must make difficult decisions. How well the students make such decisions in the future may depend, in part, on their understanding of past situations as well as cause and effect relationships. They also should understand how emotional feelings and insufficient information can result in undesirable consequences.

The object of Self-Defense is to demonstrate to students how countries, acting in what they consider to be their own self-interests, may aggravate or create a situation which they really do not want to happen. The situation parallels that of Europe in 1914. It may be used to introduce the outbreak of World War I, the causes of war, or the problems and consequences of decision making. The students should not be told the simulation is of World War I until the activity is completed.

This is a fairly tightly controlled simulation, but the teacher, acting as Control, should exercise additional control if necessary. This may be done by issuing news bulletins or serving as advisor to the individual countries.

When introducing the game, stress to students that they are in decision making capacities for their respective governments and must think as patriotic persons for their governments. Do not allow them to ignore vital information given to them.

Objectives:

To make decisions in an historically simulated situation

To gain a first-hand view of cause and effect relationships

To realize that inadequate information and emotionalism can result in disastrous decisions and undesirable consequences

To introduce World War I and some causes of its outbreak

To examine the threat that the emotional aspect of nationalism has had and can have for the future

Grade Level: 6-12

Time: Two class periods

Materials: Handout #29, "Background Information"
Handout #30, "Symbols and Badges"
Handout #31, "Map"
Handout #32, "Assassination Story"
Handout #33, "Top Secret Messages"
Handout #34, "Key"
Handout #35, "Common Results"

Procedure:

Step 1. Review Handouts #34 and #35 and prepare Top Secret Information packets (Handouts #29-31). Color country symbols and badges in suggested colors. Cut symbols out and glue them on folders with tabs. Write "Top Secret Information" on the tabs. Cut out badges and enclose straight pins (one badge for the diplomat and one badge for the alternate). In each folder place two badges, the background information, and a map.

Step 2. Divide the class into the governments of five countries. Stress the basic rules:

They are patriotic and must act in what seems at that point to be in the best interests of their country based on the information they have. They may not ignore vital considerations or change preset policies (as stated in the background information).

Each country should select one diplomat and one alternate. These are the only ones who many move to talk with other countries and only when carrying definite official messages and when wearing official badges.

No spying on top secret information is allowed.

All diplomats and alternates must report to Control before and after going to another country. They are to tell Control any decisions they have made. No country is allowed to tell another country its decision on any matter before that country tells Control. For example, if a diplomat from Country A asks Country B to support them, Country B will say, "We will discuss your proposition and our diplomat will get back to you."

Step 3. Pass out the information packets for the respective countries. Tell them to study the information and the maps thoroughly. They should then select their diplomats and display their national symbols.

Step 4. Distribute Handout #32 to all countries. Allow each country to read and discuss.

Step 5. Give Nurdian Empire II to the Nurdian Empire. The Nurdian diplomat will then report to Control and reveal its decision. Since this is a very controlled simulation, the Nurdian decisions should correspond to Grainland II. If not, Control will have to supply the handout. The Nurdian diplomat will then proceed to Grainland. After the Nurdian diplomat returns to the Nurdian Empire, Control will call the Grainland diplomat to come and get Grainland II. Grainland usually supports the Nurdian Empire. If so, give the Nurdian diplomat Nurdian Empire III.

Step 6. The Nurdian diplomat will now come to Control with the message it is going to send to Southland. When the Nurdian diplomat returns to Nurdian Empire, call the diplomat from Southland and deliver Southland II. The diplomat from Southland will now come with its message to Northland. After the Southland diplomat returns home, call the Northland diplomat and deliver Northland II. The Northland diplomat reports the decision to Control. Call the Southland diplomat to Control and deliver Southland III. Call the Swangola diplomat to Control and deliver Swangola II. Record Swangola's decision.

Step 7. Call the Grainland diplomat and deliver Grainland III. Have the diplomat report the decision to Control and record.

Step 8. Distribute Grainland III to Grainland and All Countries I to all countries except Grainland. Have all countries report their decisions to Control.

Step 9. Compile all data. If the simulation goes as it usually does, Control will announce a state of war and which countries are involved. Distribute Handouts #34 and #35 along with the notes taken during the simulation.

Debriefing:

1. Which country was technically responsible for the outbreak of war during the game?

2. Which country was morally responsible?

3. Could this war have been avoided? How?

4. Compare the game to the outbreak of WWI and discuss.

Follow-Up:

Brainstorm concepts that helped to bring about World War I that still exist today. Discuss possible solutions for today and the future.

Bethene Bowlby Sears

Title: MISSILES OR MEALS: WRITING YOUR OWN SIMULATION

Introduction

A significant percentage of the leaders in America today have called for building up our defensive strength to the point that no other nation in the world is going to dare challenge us anytime or anywhere. A former Secretary of Defense, Melvin Laird, has suggested that the Reagan administration (1981) increase our military budget at an annual increase of 6 percent after inflation. This would increase the military budget from $160 billion dollars to $485 billion by 1985.

This increase in military spending will have an obvious and dramatic impact on promises to cut budgets and deal with inflation. Increased military expenditures will also force cutbacks in social programs (e.g., health, education, welfare, transportation, etc.) if the budget is to be maintained or cut.

Students in this activity are assigned to the task of writing their own decision-making simulation on the issue of government spending for military or social programs.

Objectives:

To develop an awareness of the trade offs involved in deciding how public funds are spent

To recognize the complexity of the arms issue

To introduce basic research techniques and resource materials appropriate to the missles versus meals issue

To develop a classroom simulation activity which explores the decision to spend money on guns or butter

Grade Level: 9-12

Time: One to two weeks

Materials: Handout #35,"Outline"

Procedure:

Step 1. Divide the class into groups of four students. Explain to the students that they are going to develop a simulation activity

around the decision to spend more money on military programs (e.g., weapons, or missiles) or social programs (e.g., education, or health care). This is a crucial issue facing the United States and many other countries in our world today.

Step 2. Review the information presented in the introduction, outlining the future plans for military spending and the potential impact on social programs specifically and the economy in general. (You may supplement your introductory remarks with past missles or meals decisions, LBJ with his Great Society and Viet Nam, and the policies of Nixon, Carter, and Reagan.)

Step 3. Have each group research the current debate between those who advocate increasing military spending and those who favor maintaining or increasing funding for social programs. Students should be encouraged to use all the data they collect in their simulation game. Current newspapers, periodicals, and journals in specialized areas such as arms and disarmament, defense policy, and international affairs should provide useful information.

Step 4. Distribute Handout #36. Review and discuss the procedure with each of the groups.

Step 5. Using all the information collected, have students develop a simulation which focuses on the debate to increase military or social programs spending.

Step 6. Allow time for each group to present their simulation to the class. As a class they should evaluate each simulation and help each group iron out any problems. It might be a good idea to identify the top three simulations and have the entire class work on improving them.

Step 7. The most important part of any simulation activity is the debriefing. Students should develop a set of good questions that encourage discussion about the real world situations their game is simulating. Remind students that a game is a simulation of reality, in this particular case the debate over whether to spend public funds on military programs or social programs. Students should be encouraged to relate their simulations of reality to more complex issues in the real world.

Title: INTELLIGENCE GATHERING

Introduction:

In this activity students make foreign policy decisions based on information from U.S. intelligence agencies. Although this event does not represent any particular incident in our recent history, analogies can be drawn between it and the Cuban Missile Crisis, numerous Viet Nam War incidents and recent events in Iran.

Objectives:

To introduce the complexities of the U.S. intelligence community structure and processes

To demonstrate the competitive priorities and goals within intelligence agencies

To present various segments of evidence related to a simple event for the purpose of evolving one policy statement

Grade Level: 9-12

Time: Two to five class periods

Materials: Handout #37, "Four Basic Steps of Intelligence Gathering"
Handout #38, "U.S. Intelligence Agencies"
Handout #39, "Decision Choices"
Handout #40, "State of Concordia"
Handout #41, "Raw Data"
Handout #42, "Telegram"

Procedure:

Step 1. Distribute Handouts #37, #38, and #39. Tell students they will be participating in a simulation based on the workings of U.S. intelligence agencies.

Step 2. Choose three students to play the roles of the President, the Vice President, and the National Security Advisor. They will comprise the National Security Council (NSC). The remaining students are then divided into three groups: the CIA, the DIA, and the FBI. Distribute Handout #40. This brief description is designed to give each of the three intelligence groups knowledge similar to that which would be available to

the intelligence community if this were a real situation. With this knowledge and the raw information they will soon be given, each intelligence unit is to evaluate the actions of Concordia and present a policy recommendation to the NSC regarding the immediate and short range policy toward Concordia. The alternatives can be taken from Handout #39. NSC must arrive at a policy recommendation using only Handout #40.

Step 3. The members of the NSC then leave the room. Members of the three groups are given their respective data sheets. Tell the groups they are not allowed to see any data sheet but their own. Give them twenty minutes to study this information within their groups, prepare to summarize it, and make a recommendation to the President.

Step 4. The NSC members return to the room and the President calls upon each group in turn (the groups select their spokesman) to first read the raw data. At this time copies of all the data are distributed to the NSC and to the other groups. The groups then make their recommendations. After all statements and recommendations are heard, the NSC questions the reasons for the recommendations. There is discussion among the groups and members, in addition to the spokesman, may be heard.

Step 5. The President, in consultation with his NSC staff, then makes his decision. To speed up discussion, announce that members of the press are gathering and the president must issue a statement. After the decision is announced, the National Security Advisor suddenly receives a telegram (Handout #42) from the American Ambassador to Concordia. This is read to the group and accounts for the various data.

Debriefing:

1. Was the adopted policy recommendation on target?

2. Did the U.S. overreact or underreact to the situation? Why?

3. What would have been the implications of using other intelligence agencies recommendations. Did the NSC choose the best of the three?

4. What kinds of behavior or attitudes were inferred from the information given? Were the inferences helpful or detrimental to your agency's policy recommendation?

5. How would you describe the relationship between the three agencies?

6. What part did competition play in this simulation. Discuss the pluses and minuses of competition in view of this simulation.

Follow-Up:

1. Four other interesting accounts of the intelligence communities and the U.S. Foreign Policy are:

   Agee, Philip. Inside the Company. Great Britain: Penguin Books, 1975.

   Dulles, Allen. The Craft of Intelligence. NY: Harper and Row, 1963.

   Shawcross, William. Sideshow--Kissinger, Nixon and the Destruction of Cambodia. NY: Simon and Schuster, 1979.

   Wise and Ross. The Invisible Government. NY: Random House, 1967.

2. Have students research real international events that might have followed this fictional situation (Cuban Missile Crisis, Iran Crisis, Chile, etc.).

Note: There is one problem when this activity is used with ninth or tenth graders, the groups seem unable to generate alternative courses of action. Consequently, the groups either argue for a strong military action or they opt for doing nothing, waiting to see what develops. They are unable to articulate positions other than these. Perhaps some preliminary discussion is needed to get students to think about how states can react. Finally, some younger students have a problem in evaluating data. How does one go about determining whether one interpretation of the data is better or more plausible than another.

HANDOUTS

ACTOR PROFILE CARDS

Actor Profile Card You are the United States Secretary of Agriculture	Actor Profile Card You are CBS news correspondent researching a story on peanut farming in Senegal and the U.S.
Actor Profile Card You are the Minister of Agriculture in Senegal	Actor Profile Card You are the Senegalese Ambassador to the United States
Actor Profile Card You are a news reporter from the BBC stationed in Senegal	Actor Profile Card You are a young Peace Corps Volunteer teaching school in a rural village outside of Dakar, Senegal

c 1981 CTIR
University of Denver

Actor Profile Card

You are the wife of a peanut farmer in Senegal. You were married when you were 15; now you are 25. You have 5 childen, who are extremely ill and malnourished. You are malnourished yourself, yet you help your husband in the peanut fields as well as fulfill your duties as wife and mother. You would like to buy your children some clothes and shoes, but there is no money. You realize that your children are suffering. You wonder why they cannot consume more of the peanut crop instead of growing the nuts for export.

Actor Profile Card

You are a 42-year old peanut farmer in Georgia. This farm has been in your family for 3 generations. You own over 500 acres of land and earn $400,000 per year. You also own 3 large harvester-combines valued at $100,000 each. You employ five uneducated black laborers on your farm; at harvest time you often employ additional (mostly black) workers and rent 1 or 2 more harvester-combines to aid the harvest. You are on the "up and up." Next year looks like it will be a very good year.

Actor Profile Card

You are a peanut farmer in the African nation of Senegal. You own 20 acres of land which is 1 day's journey by oxcart to Dakar, the capital city. You have a wife and five young children. You, your brother and your wife work on the land using all hand tools. You live in a mud hut and eat mostly millet. Your children suffer from malnutrition yet they attend local school where they are taught by a young American Peace Corps Volunteer.

Actor Profile Card

You are a senior official in the United States Agency for International Development (USAID). You have been informed that $1,500,000 worth of development funds for agricultural projects are available for Senegal. You have indicated this to Senegalese government officials and they have invited you to visit the country to see how these funds might be used. You complete an on-site inspection of peanut farming there and submit your suggestions to USAID.

Actor Profile Card

You are the President of Planters Peanuts, Inc., the largest peanut processing company in the world. You buy peanuts from all over the world, but market them mostly in the United States. Your company is growing at an extremely rapid rate and you predict further growth for next year.

Actor Profile Card

You are a 50-year-old black laborer employed on the peanut farm of a wealthy Georgia landowner. You have a wife and five children which you are working to support. You earn approximately $90 per week and live in the poorest section of a nearby town.

c 1981 CTIR
University of Denver

Actor Profile Card

You are a United States Congressman (R) from Georgia. Your family has been involved in peanut farming in the state for 50 years. In fact you worked in the family peanut warehouse before you entered politics. Because you have been intimately associated with the economics of peanut farming you realize that protectionist policies and trade and tariff regulations are important if American farmers are to have "crop security." You pride yourself on your "realist" and "realistic" perceptions of the world.

Actor Profile Card

You are the owner/manager of a peanut storage warehouse in Georgia. You buy peanuts from growers and sell them to large farms directly or indirectly, through a broker. In your "middleman" position you have been extremely successful, earning $33,000 per month.

c 1981 CTIR
University of Denver

SITUATION CARDS

Situation Card Suddenly the Russians have fallen in love with peanut butter cookies. National consumption/demand is sky rocketing. The government officials, especially, cannot get enough.	Situation Card The United States Congress passes a protective tariff on peanut imports.
Situation Card Lack of sufficient rainfall all but destroys the annual peanut crop in Senegal. Domestic food supplies are extremely low.	Situation Card The world market price of peanuts plummets.
Situation Card There is a tremendous surplus of peanuts on the American market. Reserves are at an all-time high.	Situation Card Peasants riot in the streets of Dakar, denouncing the government's "developed" plan and the expense of goods and services.

c 1981 CTIR
University of Denver

Situation Card Black farm laborers on several of the largest plantations in Georgia wreck farm machinery in protest of their poor treatment and low wages.	Situation Card Rodent infestation has become a major problem in the peanut storage facilities (built by USAID) in Dakar, Senegal. Thirty-five percent of the peanut crop is destroyed.
Situation Card Planters Peanuts, Inc. opens a subsidiary in Darkar, Senegal.	Situation Card The two youngest children of the Senegalese farmer die of malnutrition. The wife becomes ill with a high fever several days later and cannot work.
Situation Card There is a severe drought in the Southern portion of the United States which damages the peanut harvest severely. National demand for peanut products continues to rise.	

c 1981 CTIR
University of Denver

ROLE SHEETS

Team #1

Canadian Paper Industry
Product: Paper for wrappers

The President has just announced in an executive order that a surcharge will be added to all of your paper products. This surcharge is designed to bring your prices in line with the cost of U.S. products.

Canadian paper now costs: $100 per ton + transportation
U.S. paper costs: $150 per ton + transportation
Surcharge: $ 50 per ton
(The surcharge will change as the U.S. paper price increases)

Approximately 11 percent of your business is with candy corporations selling in the U.S. These industries buy your paper because it is cheaper. Most likely they will now buy American paper, because with transportation costs your paper is now more expensive.

How will industry be affected? How will your industry adjust to this new price increase?

Can you think of any alternative markets or ways of continuing the trade with the U.S.?

Report your findings to the U.S. Candy Council.

c 1981 CTIR
University of Denver

Team #2

African Consortium for Agricultural Products
Product: Peanuts

The Carter Administration, in an effort to support their 1980 Olympic boycott program, placed restrictions on all countries that did not support their policies. Three of the four countries in your cartel participated in the Olympics and the U.S. has cut off trade. Eighty percent of your trade is with U.S. food and candy manufacturers.

How will your consortium be affected?

How will you adjust to these restrictions?

Can you think of alternative marketing strategies?

Report your findings to the U.S. Candy Council.

Team #3

Iowa Farmers
Product: Corn syrup

Cargill Grain Corporation of Minnesota has just offered your farm co-op a higher price for your corn crop than you have been getting from the General Foods Corp. which manufactures corn syrup for the candy industry. Currently 80 percent of your trade is with General Foods and 20 percent with Cargill. Cargill plans to use the corn to produce gasahol and they plan to export about one-fourth of their supply to the USSR. General Foods uses your corn for corn syrup and other foodstuffs which it exports throughout the world. You must decide whether to sell to Cargill or to General Foods.

Cargill price offer:	$1.75 per bushel
General Foods price offer:	.82 per bushel

Report your decision to the U.S. Candy Council.

c 1981 CTIR
University of Denver

Team #4

Brazilian Chocolate Industries
Product: Chocolate

You have had a bad year, drought has ruined most of your crops. Politics has also entered your industry. West Germany has agreed to send your country nuclear power equipment, whereas the U.S. has refused. Your government, a military dictatorship, has strongly urged all industries to increase their trade to this Western European nation. Currently 70 percent of your trade is with the U.S., 20 percent with Western Europe, and 10 percent to other areas.

You must decide how you will export your product.

With the shortages, will you be forced to increase your prices?

Report your decision to the U.S. Candy Council.

Team #5

U.S. Candy Council, made up of U.S. and multinational food industries, e.g., General Foods, Nestle's, Beatrice, etc.

Each team will report their decision to your council. Your task is to respond to their policies by:

Pulling out of the market
Changing your prices
Changing the product
Diversification/expansion of your industry
Finding alternative markets
Other, specify _____

Because of your decision, how much will the final product, the candy bar, increase in price?

Will your decision impact other consumer areas?

c 1981 CTIR
University of Denver

World Trade Rules

Handout #4

You are about to play a simulation. The simulated world consists of five fictious groups of nations:

Agria:	Has a large surplus of agricultural products, but must import other products to survive
Industria:	Produces heavy industrial products, but must import other products to survive
Comsumia:	Produces consumer products, but must import other products to survive
Energia:	Produces energy, but must import other products to survive
Mineria:	Produces mineral resources, but must import other products to survive

Your group must decide whether it will follow:

Policy A. Encourage trade by a combination of lowered tariffs and lowered export good prices

Policy B. Keep trade barriers at current levels and maintain prices of exported products

Policy C. Increase cost of major export products and/or create higher tariff levels

If all nations encourage trade by selecting choice A, all nations will benefit from the increased trade.

If all nations choose Policy C, trade will decrease, hence all nations will lose.

The following points will accrue to nations when the indicated mixed situations occur:

POLICY:	A	B	C
No nations choose C	+100	+30	-0-
1 nation chooses C	+20	+10	+100
2 nations choose C	-10	-0-	+50
3 nations choose C	-50	-20	-0-
4 nations choose C	-100	-50	-50
5 nations choose C	-0-	-0-	-100

All nations can survive some negative points, however, any nation with a cumulative score below -300 is subject to internal revolution. Revolutions are costly and nation loses an additional 100 points.

c 1981 CTIR
University of Denver

SCORE SHEET

Handout #5

Group_____

	CHOICES					YOUR POINTS
	Agria	Energia	Mineria	Consumia	Industria	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
					TOTAL	

c 1981 CTIR
University of Denver

1978 GDP IN MILLIONS OF US DOLLARS: 205,272	1978 GDP IN MILLIONS OF US DOLLARS: 973,897
1978 GDP IN MILLIONS OF US DOLLARS: 309,509	1978 GDP IN MILLIONS OF US DOLLARS: 2,133
1978 GDP IN MILLIONS OF US DOLLARS: 2,560	1978 GDP IN MILLIONS OF US DOLLARS: 721
1978 GDP IN MILLIONS OF US DOLLARS: 744	1978 GDP IN MILLIONS OF US DOLLARS: 2,660

c 1981 CTIR
University of Denver

JAPAN

CANADA

NICARAGUA

GREAT BRITAIN

MALTA

PARAGUAY

ZAMBIA

LIBERIA

c 1981 CTIR
University of Denver

1978 GDP IN MILLIONS OF US DOLLARS: 4,299	1978 GDP IN MILLIONS OF US DOLLARS: 87,293
1978 GDP IN MILLIONS OF US DOLLARS: 624	1978 GDP IN MILLIONS OF US DOLLARS: 638,761
1978 GDP IN MILLIONS OF US DOLLARS: 96,905	1978 GDP IN MILLIONS OF US DOLLARS: 471,563
1978 GDP IN MILLIONS OF US DOLLARS: 188,712	1978 GDP IN MILLIONS OF US DOLLARS: 936

c 1981 CTIR
University of Denver

SWEDEN

BURMA

WEST GERMANY

BURUNDI

FRANCE

BELGIUM

FIJI

BRAZIL

c 1981 CTIR
University of Denver

1978 GDP IN MILLIONS OF US DOLLARS: 2,597	1978 GDP IN MILLIONS OF US DOLLARS: 130,800
1978 GDP IN MILLIONS OF US DOLLARS: 2,112,365	1978 GDP IN MILLIONS OF US DOLLARS: 1,342
1978 GROSS ANNUAL SALES IN MILLIONS OF US DOLLARS 12,565	1978 GROSS ANNUAL SALES IN MILLIONS OF US DOLLARS 13,332
1978 GROSS ANNUAL SALES IN MILIONS OF US DOLLARS 44,045	1978 GROSS ANNUAL SALES IN MILLIONS OF US DOLLARS 15,121

c 1981 CTIR
University of Denver

NETHERLANDS

SRI LANKA

HAITI

USA

VOLKSWAGENWERK (W. GERMANY)

E.N.I. (ITALY)

PHILIPS GLOEILAMPENFABRIEKEN
(NETHERLANDS)

ROYAL DUTCH/SHELL GROUP

c 1981 CTIR
University of Denver

1978 GROSS ANNUAL SALES IN MILLIONS OF US DOLLARS 22,790	1978 GROSS ANNUAL SALES IN MILLIONS OF US DOLLARS 63,221
1978 GROSS ANNUAL SALES IN MILLIONS OF US DOLLARS 18,893	1978 GROSS ANNUAL SALES IN MILLIONS OF US DOLLARS 12,715
1978 GROSS ANNUAL SALES IN MILLIONS OF US DOLLARS 11,002	1978 GROSS ANNUAL SALES IN MILLIONS OF US DOLLARS 60,334

c 1981 CTIR
University of Denver

GENERAL MOTORS (USA)

NATIONAL IRAN (IRAN)

RENAULT (FRANCE)

UNILEVER (NETHERLANDS)

EXXON (USA)

NESTLE (SWITZERLAND)

c 1981 CTIR
University of Denver

1978 Gross Domestic Product

Handout #7

AREA	GDP
Africa	274,000
North America	2,317,600
Latin America and Caribbean	507,400
Middle East	280,900
East and Southeast Asia	1,339,600
Japan	973,897
European Economic Community	1,979,200
Other Western European Countries	503,099
Oceania	115,797
Top 50 MNCs in World (i.e., measured gross annual sales)	829,165

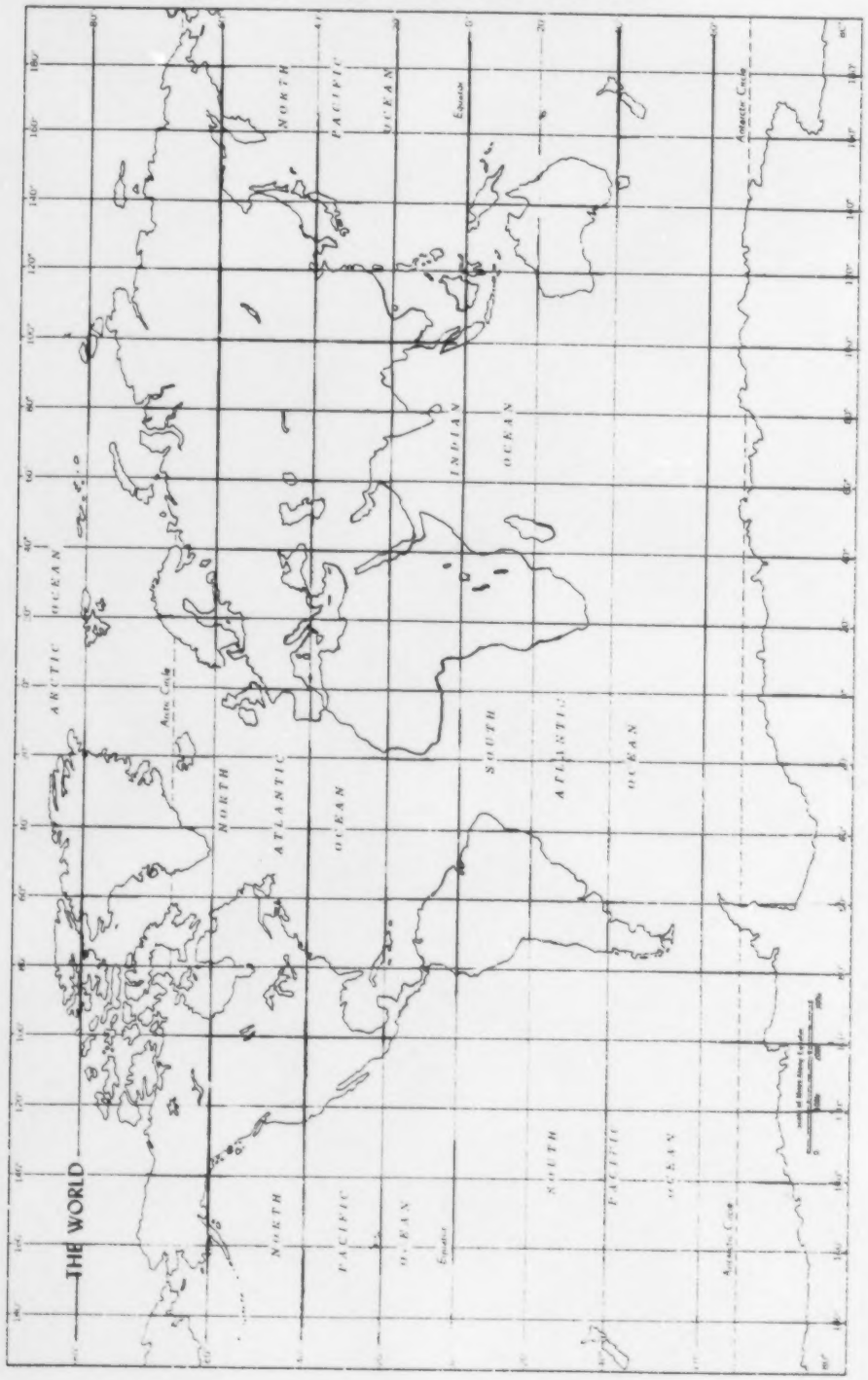
Yearbook of National Accounts Statistics 1979, Vol. II, United Nations, New York, 1980. pp. 3-9.

c 1981 CTIR
University of Denver

WORLD MAP

Handout #8

BEST COPY AVAILABLE



c 1981 CTIR
University of Denver

GLOBAL DATA CHARTS

	Population Estimate, Mid-1980 (millions)
Far East	1,515,243
South Asia	847,587
Europe	521,000
Africa	390,384
Latin America	331,278
USSR	258,932
United States	240,160
Middle East	121,523
Canada	23,280
Australia	14,074

	Infant Mortality Rate*
Africa	140
South Asia	129
Middle East	101
Latin America	85
Far East	76
USSR	31
Europe	19
United States	13
Australia	12
Canada	12

*Annual number of deaths to infants under one year of age per 1,000 live births (1977-1978 figures)

Data obtained from: World Military and Social Expenditure, 1980, by Ruth Leger Sivard, pp 28-33 and World Population Data Sheet, 1980, Population Reference Bureau, Inc.

c 1981 CTIR
University of Denver

	MILITARY EXPENDITURES PER CAPITA (Millions of US dollars)
Europe	573
United States	465
USSR	348
Middle East	237
Australia	184
Canada	167
Far East	25
Africa	20
Latin America	19
South Asia	5

	GNP (IN MILLIONS OF US DOLLARS) PER CAPITA
United States	8,743
Canada	8,428
Australia	7,028
Europe	5,650
USSR	3,326
Middle East	1,878
Latin America	1,260
Far East	850
Asia	506
South Asia	152

	PERCENTAGE OF SCHOOL AGE POPULATION IN SCHOOL (ages 5-19) (millions)
United States	85
Canada	76
Australia	73
Europe	63
Far East	61
USSR	58
Latin America	56
Middle East	47
South Asia	39
Africa	33

c 1981 CTIR
University of Denver

	LITERACY RATE (Percentage of School Age Population over 15 years Able to Read and Write)
United States	99%
USSR	99
Australia	98
Canada	98
Europe	94
Latin America	81
Far East	73
Middle East	44
South Asia	34
Africa	22

	LIFE EXPECTANCY (YEARS)
Canada	74
United States	73
Australia	72
Europe	70
USSR	70
Latin America	65
Far East	63
Middle East	54
South Asia	51
Africa	47

	PUBLIC HEALTH EXPENDITURES PER CAPITA (in millions of US Dollars)
Canada	460
United States	304
Europe (Nato)	272
Australia	246
Europe (Warsaw Pact)	78
Middle East	30
Far East	23
Latin America	15
Africa	6
South Asia	2

c 1981 CTIR
University of Denver

	PERCENTAGE OF POPULATION WITH SAFE DRINKING WATER SUPPLY
Canada	98
United States	98
Europe	75
Middle East	73
Latin America	57
Far East	43
South Asia	32
Africa	30
Australia	N.A.
USSR	N.A.

	NUMBER OF YEARS TO DOUBLE POPULATION
Europe	176
Canada	99
United States	88
Australia	86
USSR	82
Asia	39
Latin America	26
Africa	24

c 1981 CTIR
University of Denver

REGIONAL GROUPINGS

Latin America
- Argentina
- Barbados
- Bolivia
- Brazil
- Chile
- Colombia
- Costa Rica
- Cuba
- Dominican Republic
- Ecuador
- El Salvador
- Guatemala
- Guyana
- Haiti
- Honduras
- Jamaica
- Mexico
- Nicaragua
- Panama
- Paraguay
- Peru
- Trinidad & Tobago
- Uruguay
- Venezuela

Europe
- Albania
- Austria
- Belgium
- Bulgaria
- Czechoslovakia
- Denmark
- Finland
- France
- Germany, East
- Germany, West
- Greece
- Hungary
- Iceland
- Ireland
- Italy
- Luxumbourg
- Malta
- Netherlands
- Norway

Europe (cont)
- Poland
- Portugal
- Romania
- Spain
- Sweden
- Switzerland
- Turkey
- United Kingdom
- Yugoslavia

USSR

United States

Canada

Middle East
- Bahrain
- Cyprus
- Egypt
- Iran
- Iraq
- Israel
- Jordan
- Kuwait
- Lebanon
- Oman
- Qatar
- Saudi Arabia
- Syria
- United Arab Emirates
- Yemen, Arab Republic
- Yemen, People's Democratic Republic

South Asia
- Afghanistan
- Bangladesh
- India
- Nepal
- Pakistan
- Sri Lanka

c 1981 CITR
University of Denver

Far East
- Burma
- Cambodia
- China
- Indonesia
- Japan
- Korea, North
- Korea, South
- Laos
- Malaysia
- Mongolia
- Phillippines
- Singapore
- Taiwan
- Thailand
- Vietnam

Australia

Africa
- Algeria
- Angola
- Benin
- Botswana
- Burundi
- Cameroon
- Central African Republic
- Chad
- Congo
- Equatorial Guinea
- Ethiopia
- Gabon
- Gambia
- Ghana
- Guinea
- Ivory Coast
- Kenya
- Lesotho
- Liberia
- Libya
- Madagascar
- Malawi
- Mali
- Mauritania
- Mauritius

Africa (cont)
- Morocco
- Mozambique
- Niger
- Nigeria
- Rwanda
- Senegal
- Sierra Leone
- Somalia
- South Africa
- Sudan
- Swaziland
- Tanzania
- Togo
- Tunisia
- Uganda
- Upper Volta
- Zaire
- Zambia
- Zimbabwe

c 1981 CTIR
University of Denver

DISTORTED WORLD MAPS

Handout #11

The map above represents nations in terms of total oil now known to be available to meet future energy needs. *Which Asian country has the largest reserve?*

The map below shows nations scaled in proportion to their consumption of oil. *How does it contrast with the oil reserves map?*

Maps from *The Tricentennial Report: Letters From America* (1977), courtesy Atlantic Richfield Company.

c 1981 CTIR
University of Denver

RAMIFICATION SHEET

Handout #12

Picture Profile

Profound Change

Invention

Ramifications (impacts or effects) of your invention:

c 1981 CTIR
University of Denver

BEST COPY AVAILABLE

Special Report
Spotlight on International Business

The 100 largest U.S. multinationals

Five of the top ten among the 100 largest U.S.-based multinationals are, once again, oil companies. Predictably, last year their total foreign revenues increased 30%, with Exxon, Mobil and Texaco in the lead. But the five biggest nonoil giants, headed by Ford and GM, nearly kept pace, their combined foreign sales up 25%. Engelhard Minerals & Chemicals' move to tenth place, though a jump of only one notch, was no small achievement. The dizzying prices that precious metals commanded in world markets helped to push its overseas revenues to almost $9.8 billion, a 92% jump over last year.

Another big gainer was Charter Co., which appears on the table for the first time as number 67 (it didn't even make the runners-up last year) because of the acquisition of Carey Energy and its big Bahamian refinery operation.

Among those multinationals that lost the most ground was $673 million (foreign revenues) Pullman. A year ago, it was 84th; but, with a 28% decline in operating sales from Western Europe, it fell to 125th.

The 100 largest U.S. multinationals

Rank	Company	Foreign revenue (millions)	Total revenue (millions)	Foreign as % of total	Foreign operating profit* (millions)	Total operating profit* (millions)	Foreign as % of total	Foreign assets (millions)	Total assets (millions)	Foreign as % of total
1	Exxon	$56,999	$79,107	72.1%	$3,337	$5,027	66.4%	$26,519	$49,490	53.6%
2	Mobil	27,401[2]	45,477[2]	60.3	1,419[1]	2,007[1]	70.7	14,504	27,506	52.7
3	Texaco	26,023	38,350	67.9	1,085[1]	1,759[1]	61.7	12,613	22,992	54.9
4	Ford Motor	19,106	43,514	43.9	1,368[1]	1,169[1]	117.0	12,814	23,510	54.5
5	Standard Oil Calif	17,490	29,948	58.4	977[1]	1,785[1]	54.7	9,914	18,095	54.8
6	General Motors	16,751	66,311	25.3	591[1]	2,893[1]	20.4	8,369	32,023	26.1
7	IBM	12,244	22,863	53.6	1,437[1]	3,011[1]	47.7	12,345	24,530	50.3
8	Intl Tel & Tel[3]	11,579	21,996	52.6	905	1,607	56.3	11,388	26,178	43.5
9	Gulf Oil	11,102	23,910	46.4	590[1]	1,322[1]	44.6	6,302	17,265	36.5
10	Engelhard Minerals	9,790[2]	18,102[2]	54.1	453	649	69.9	2,414	5,800	41.6
11	Citicorp	7,287[4]	10,904	66.8	352[1]	541[1]	65.1	61,824[5]	94,281[5]	65.6
12	General Electric	4,997[2]	22,980[2]	21.7	293[1]	1,409[1]	20.8	4,049	16,645	24.3
13	BankAmerica	4,728	9,450	50.0	226[1]	600[1]	37.7	39,737[5]	94,301[5]	42.1
14	Conoco	4,709[2,6]	13,030[2,6]	36.1	372[1]	815[1]	45.7	3,358	9,311	36.1
15	Dow Chemical	4,672	9,255	50.5	649	1,334	48.7	5,389	10,252	52.6
16	Occidental Petroleum	4,573[2]	9,638[2]	47.4	1,392	1,430	97.4	2,194	5,560	39.5
17	Chase Manhattan	3,786	6,079	62.3	146[1]	303[1]	48.2	32,481	64,708	50.2
18	Standard Oil Indiana	3,725[2]	18,930[2]	19.7	719[1]	1,507[1]	47.7	5,417	17,150	31.6
19	El du Pont de Nemours	3,357	12,572	26.7	393	1,760	22.3	2,325	8,940	26.0
20	Xerox	3,316	7,027	47.2	262[1]	563[1]	46.6	3,023	6,554	46.1

*Unless otherwise indicated. [1]Net income. [2]Includes other income. [3]Includes proportionate interest in unconsolidated subsidiaries or investments. [4]Estimate. [5]Average assets. [6]Includes excise taxes. [7]Profit before interest and after taxes. [8]Income before security gains or losses. [9]Excludes international transportation. [10]Pretax income. [11]Excludes Canada. [12]From continuing operations. [13]Excludes Canada and Mexico.
PD: Profit over deficit. DP: Deficit over profit. NA: Not available.

Reprinted by permission of Forbes magazine from the July 7, 1980 issue.

c 1981 CTIR
University of Denver

BEST COPY AVAILABLE

The 100 largest U.S. multinationals

Rank	Company	Foreign revenue (millions)	Total revenue (millions)	Foreign as % of total	Foreign operating profit* (millions)	Total operating profit* (millions)	Foreign as % of total	Foreign assets (millions)	Total assets (millions)	Foreign as % of total
21	Eastman Kodak	$3,239	$ 8,028	40.4%	$ 482	$1,649	29.2%	$2,536	$7,547	33.6%
22	Goodyear	3,168	8,239	38.5	242	489	49.4	2,295	5,371	42.7
23	Sun Co	3,141[2]	10,801[3]	29.1	179[7]	780[7]	23.0	1,785	7,461	23.9
24	Safeway Stores	2,952	13,718	21.5	108	304	35.7	756	3,101	24.4
25	Union Carbide	2,782	9,177	30.3	318	1,072	29.7	2,517	8,803	28.6
26	Procter & Gamble	2,772	9,329	29.7	115[1]	577[1]	19.9	1,360	5,664	24.0
27	Colgate-Palmolive	2,706	4,494	60.2	262	374	70.1	1,262	2,429	52.0
28	Chrysler	2,635	12,002	22.0	-25[1]	-1,097[1]	2.3	2,055	6,653	30.9
29	Tenneco	2,545	11,209	22.7	259	1,358	19.1	2,390	11,631	20.5
30	FW Woolworth	2,413	6,785	35.6	184	346	53.2	1,169	2,927	39.9
30	CPC International	2,413	3,699	65.2	234	345	69.8	1,413	2,068	68.3
32	Coca-Cola	2,299	4,961	46.3	523	795	65.8	1,228	2,938	41.8
33	Intl Harvester	2,293	8,392	27.3	272	827	32.9	1,432	5,248	27.3
34	Pan Am World Airways	2,281	2,485	91.8	118	78	150.2	NA	2,677	NA
35	Union Oil California	2,233[2]	7,681[2]	29.1	106	1,081	9.8	711	-6,013	11.8
36	JP Morgan	2,226	3,634	61.3	150[9]	288[9]	52.2	22,116	43,488	50.9
37	General Tel & Elec	2,195	9,958	22.0	57[1]	645[1]	8.8	3,292	18,406	17.9
38	Minn Mining & Mfg	2,139	5,440	39.3	430	1,179	36.5	1,493	4,575	32.6
39	United Technologies	2,103	9,053	23.2	218	695	31.4	1,651	6,426	25.7
40	Manufacturers Hanover	2,069	3,847	53.8	103[1]	212[1]	48.6	21,869	47,675	45.9
41	Atlantic Richfield	1,986	16,234	12.2	78[1]	1,166[1]	6.7	1,055	13,833	7.6
42	Phillips Petroleum	1,964	9,503	20.7	1,209	2,173	55.6	1,908	8,519	22.4
43	Monsanto	1,955	6,193	31.6	-24	524	DP	1,680	5,539	30.3
44	Johnson & Johnson	1,839	4,212	43.7	328	634	51.8	1,253	2,874	43.6
45	Kraft	1,820	6,433	28.3	100	428	23.3	760	2,523	30.1
46	American Brands	1,818	3,772	48.2	158	684	23.0	1,245	3,671	33.9
47	Firestone	1,747	5,284	33.1	61	289	21.1	1,311	3,457	37.9
48	RJ Reynolds Inds	1,732	7,133	24.3	107[6]	1,130	9.5	982[6]	6,422	15.3
49	Caterpillar Tractor	1,631	7,613	21.4	78	950	8.2	1,055	5,403	19.5
50	Sperry	1,628	4,179	39.0	237	555	42.8	1,588	3,724	42.6
50	Beatrice Foods	1,628	7,468	21.8	118	612	19.3	922	3,669	25.1
52	NCR	1,626	3,003	54.2	189	460	41.0	1,360	2,918	46.6
53	WR Grace	1,577	5,267	29.9	253	573	44.2	860	3,729	23.1
54	Continental Group	1,555	4,370	35.6	96	254	37.8	773	3,595	21.5
55	Pfizer	1,549	2,746	56.4	272	433	62.9	1,482	3,049	48.6
56	Trans World	1,542[2]	4,370[2]	35.3	101	127	79.5	834	2,807	29.7
57	Sears, Roebuck[3]	1,536	25,197	6.1	47[1]	785[1]	6.0	1,021	27,411	3.7
58	Halliburton	1,475	7,766	19.0	157	593	26.5	1,196	3,923	30.5
58	Chemical New York	1,475	3,294	44.8	50[1]	135[1]	37.0	17,129	39,375	43.5
60	Bankers Trust New York	1,467	2,727	53.8	59[1]	114[1]	51.8	14,420	30,953	46.6
61	General Foods	1,421	5,472	26.0	54	495	11.0	675	2,565	26.3
62	Warner-Lambert	1,416	3,217	44.0	241	534	45.1	1,111	2,874	38.7
63	RCA	1,415	7,455	19.0	126[10]	472[10]	26.7	902	5,988	15.1
64	TRW	1,371	4,560	30.1	176	445	39.6	952	2,620	36.4
65	Deere	1,355	4,933	27.5	31	553	5.6	1,101	4,179	26.3
66	Consolidated Foods	1,347	4,720	28.5	116	317	36.5	730	2,090	34.9
67	Charter	1,300	4,250	30.6	386	495	78.0	557	1,729	32.2
68	American Express	1,261	4,667	27.0	97	464	20.8	8,168	17,108	47.7
69	Gillette	1,260	1,985	63.5	133[11]	254	52.4	926[11]	1,528	60.6
70	American Home Products	1,246[2]	3,650[2]	34.1	220	713	30.9	669	2,091	32.0
71	Marathon Oil	1,222	6,681	18.3	124[1]	295[1]	41.9	1,437	4,321	33.2
71	Burroughs	1,222[2]	2,831[2]	43.1	238	614	38.7	1,418	3,387	41.9
73	Continental Illinois	1,213	3,376	35.9	36[1]	196[1]	18.4	13,622	35,790	38.1
74	Bendix	1,202	3,856	31.2	102	350	29.0	716	2,311	31.0
75	First Chicago	1,171	2,646	44.3	4[1]	112[1]	3.6	13,425	30,182	44.5

*Unless otherwise indicated. [1]Net income. [2]Includes other income. [3]Includes proportionate interest in unconsolidated subsidiaries or investments. [4]Estimate. [5]Average assets. [6]Includes excise taxes. [7]Profit before interest and after taxes. [8]Income before security gains or losses. [9]Excludes international transportation. [10]Pretax income. [11]Excludes Canada. [12]From continuing operations. [13]Excludes Canada and Mexico. PD: Profit over deficit. DP: Deficit over profit. NA: Not available.

Reprinted by permission of Forbes magazine from the July 7, 1980 issue.

c 1981 CTIR
University of Denver

BEST COPY AVAILABLE

The 100 largest U.S. multinationals

Rank	Company	Foreign revenue (millions)	Total revenue (millions)	Foreign as % of total	Foreign operating profit* (millions)	Total operating profit* (millions)	Foreign as % of total	Foreign assets (millions)	Total assets (millions)	Foreign as % of total
75	Fluor	$1,171	$3,543	33.0%	$ 91	$209	43.5%	$389	$1,268	30.7%
77	PepsiCo	1,162	5,091	22.8	117	521	22.4	840	2,888	29.1
78	Hewlett-Packard	1,160	2,361	49.1	134	398	33.7	532	1,900	28.0
79	Honeywell	1,156	4,210	27.5	137	478	28.7	941	3,340	28.2
80	Ralston Purina	1,139	4,601	24.7	48	298	16.0	378	2,183	17.3
81	Amerada Hess	1,133	6,770	16.7	138[1]	507[1]	27.2	1,061	4,899	21.7
82	American Cyanamid	1,125	3,187	35.3	170	329	51.8	767	2,827	27.1
83	Merck	1,120	2,385	47.0	209	604	34.6	1,044	2,614	39.9
84	Singer	1,116	2,598	43.0	106	148	71.6	672	1,482	45.3
85	Allied Chemical	1,104	4,332	25.5	143[1,12]	176[1,12]	81.3	1,086	4,210	25.8
86	American Standard	1,093	2,432	44.9	150	285	52.6	597	1,423	42.0
87	Gulf & Western Inds[3]	1,081	6,507	16.6	134	564	23.8	1,106	5,160	21.4
88	Esmark	1,080	6,743	16.0	37	240	15.5	290	2,390	12.1
89	International Paper	1,072	4,533	23.7	128	449	28.5	706	4,843	14.6
90	Avon Products	1,067	2,378	44.9	170	447	38.1	607	1,406	43.2
90	American Intl Group	1,067	2,328	45.9	172	321	53.5	2,340	5,728	40.9
92	Texas Instruments	1,056	3,224	32.8	175[10]	309[10]	56.6	571	1,908	29.9
93	Standard Brands	1,052	2,613	40.2	73	180	40.9	617	1,385	44.5
94	Getty Oil	1,042	4,831	21.6	818	1,568	52.1	1,671	6,032	27.7
95	Litton Industries	990	4,088	24.2	86	389	22.2	954	2,854	33.4
96	Scott Paper	983	1,908	51.5	65[1]	137[1]	47.1	763	1,830	41.7
97	Westinghouse Electric	972	7,332	13.3	95	463	20.5	633	6,822	9.3
98	Uniroyal	953	2,575	37.0	41	–34	PD	521	1,669	31.2
99	Philip Morris	952	6,144	15.5	90	1,157	7.8	1,068	6,379	16.7
100	Bristol-Myers	949	2,753	34.5	153	465	32.8	665	1,922	34.6

And the 25 runners-up

Rank	Company	Foreign revenue (millions)	Total revenue (millions)	Foreign as % of total	Foreign operating profit* (millions)	Total operating profit* (millions)	Foreign as % of total	Foreign assets (millions)	Total assets (millions)	Foreign as % of total
101	HJ Heinz	$935	$2,471	37.9%	$77	$215	35.8%	$609	$ 1,624	37.5%
102	Carnation	919	2,826	32.5	63	257	24.5	404	1,484	27.2
103	First National Boston	903	1,637	55.2	17[1]	84[1]	20.2	5,778[5]	12,809[5]	45.1
104	Ingersoll-Rand	886	2,542	34.8	96	361	26.6	754	2,128	35.4
105	Eli Lilly	879	2,206	39.9	91[1]	330[1]	27.7	818	2,179	37.5
106	Eaton	878	3,360	26.1	31[1]	154[1]	20.1	653	2,355	27.7
107	JC Penney	861	11,274	7.6	NA	244[1]	NA	NA	5,077	NA
108	Kimberly-Clark	851	2,218	38.4	72	254	28.1	951	2,105	45.2
109	ASARCO[3]	833	2,557	32.6	171[1]	259[1]	66.1	1,106	2,526	43.8
110	Borden	813	4,313	18.9	51	300	16.9	575	2,463	23.3
111	Borg-Warner	794	2,705	29.4	48	243	19.7	503	1,817	27.7
112	Owens-Illinois	791	3,504	22.6	47	252	18.7	690	2,910	23.7
113	City Investing	788	5,041	15.6	89	455	19.6	763	6,866	11.1
114	Dresser Industries	769	3,457	22.2	80	462	17.3	584	2,504	23.3
115	Rockwell International	767	6,176	12.4	90	538	16.8	606	4,128	14.7
116	Levi Strauss	764	2,103	36.3	144	390	36.9	400	1,291	31.0
117	Armco	752	5,035	14.9	98	466	21.0	455	3,260	13.9
118	Control Data[3]	729	3,250	22.4	80	623	12.8	536	6,785	7.9
119	Black & Decker	725	1,205	60.2	76[1]	94[1]	80.7	505	910	55.5
120	United Brands	720[13]	3,470	20.8	NA	21[1]	NA	465[12]	1,217	38.2
121	Foster Wheeler	707	1,654	42.7	33	74	44.8	369	895	41.3
122	Sterling Drug	705	1,501	47.0	92	216	42.4	571	1,150	49.6
123	Emhart	691	1,574	43.9	79	128	61.1	381	965	39.5
123	Motorola	691[4]	2,714	25.5	69	335	20.7	542	1,903	28.5
125	Pullman	673[2]	3,208[2]	21.0	31	156	19.9	239	1,299	18.4

*Unless otherwise indicated. [1]Net income. [2]Includes other income. [3]Includes proportionate interest in unconsolidated subsidiaries or investments. [4]Estimate. [5]Average assets. [6]Includes excise taxes. [7]Profit before interest and after taxes. [8]Income before security gains or losses. [9]Excludes international transportation. [10]Pretax income. [11]Excludes Canada. [12]From continuing operations. [13]Excludes Canada and Mexico. PD: Profit over deficit. DP: Deficit over profit. NA: Not available.

Reprinted by permission of Forbes magazine from the July 7, 1980 issue.

c 1981 CTIR
University of Denver

BEST COPY AVAILABLE

FOREIGN INVESTMENTS

FOREIGN INVESTMENTS

Special Report
Spotlight on International Business

New targets and familiar faces

This year's roundup of the 100 largest foreign investors in the U.S. has a new leader, Anglo American Corp. of South Africa. It beat out Royal Dutch/Shell by controlling about $19.2 billion in sales primarily through its stake in booming Engelhard Minerals & Chemicals. Also new to the top 100 list are 12 banking and finance and insurance companies, the largest being Hongkong & Shanghai Banking Corp., which owns 41% of $1.4 billion [revenues] Marine Midland Banks.

Another newcomer is 18th-ranked Volkswagenwerk of West Germany, which last year manufactured some $1.1 billion worth of cars in the U.S.

Among the most popular acquisition targets of foreign buyers in 1979 were companies in food-related businesses. Delhaize-Le Lion of Belgium, which already controls supermarketer Food Town Stores, bought another chain, $436 million Alterman Foods. The Netherlands' Ahold acquired a retailer as well, $547 million Bi-Lo. But it was corporations from the U.K. that led the way. Dalgety and Northern Foods bought distribution, processing and meatpacking concerns whose total volume was around $1.5 billion. Imperial Group now owns the $578 million Howard Johnson restaurant chain. Conglomerate Grand Metropolitan Ltd., which is into everything from hotels to dairy products, recently acquired the nearly $1 billion Liggett Group, whose interests range from liquor to pet food.

The 100 largest foreign investments in the U.S.

Foreign investor	Country	U.S. company	% owned	Industries	Revenues (millions)	Net income (millions)	Assets (millions)
1. Anglo American Corp of So Africa Ltd[1]	So Africa	Engelhard Min & Chem[1]	29[1]	industrial materials	$18,080	$ 349.7	$ 5,800
		Inspiration Consol Copper	50[1]	copper	137	7.4	163
		Terra Chemicals Intl[1]	51[1]	fertilizer	254	2.7	138
		AMCON Group	100[1]	mining exploration, steel, scrap	463	–5.3	283
		ARC America Corp	100[1]	construction materials	186	NA	106
		SKYTOP Brewster Rig	100[1]	oil rig mfg	60[2]	–3.0[2]	73[2]
		King Oil Tools	100[1]	oilfield equip	5[2]	1.2[2]	5[2]
		Mechanical Seal & Serv	100[1]	oilfield equip	3[2]	0.5[2]	2[2]
					19,188		
2. Royal Dutch/ Shell Group[1]	Netherlands UK	Shell Oil[1]	69	oil	14,431	1,126.0	16,127
		Scallop Holding	100	oil, coal	2,028	NA	239
					16,459		
3. British Petroleum Ltd[1]	UK	Standard Oil Ohio	53	energy	7,916	-1,186.1	9,209
4. Tengelmann Group	Germany	Great A&P Tea[1]	47	supermarkets	6,684	–3.8	1,230
5. Friedrich Flick Group	Germany	WR Grace[1]	27	chemicals, consumer products	5,267	222.6	3,729
		US Filter[1]	35	pollution control, chem	612	22.5	820
					5,879		
6. B.A.T Industries Ltd[1]	UK	BATUS	100	paper, retailing, tobacco	4,200[2]	NA	NA
		Germaine Monteil	NA	cosmetics			
7. Generale Occidentale SA	France	Grand Union	100[1]	supermarkets	3,100	30.7	707
		J Weingarten	100[1]	supermarkets	566	1.4	105
					3,666		
8. Beneficiaries of US Philips Trust	Netherlands	North American Philips[1]	62[1]	electronics	2,409	81.7	1,290
9. Nestle SA	Switzerland	Nestle Co	100	food	1,400[2]	NA	NA
		Libby, McNeill & Libby	100	food	1,000[2]	NA	NA
		Stouffer Corp	100	food, restaurants			
		Alcon Laboratories	100	pharmaceuticals			
		Beech-Nut Corp	100	baby foods			
					2,400		
10. Unilever NV[1]	Netherlands	Lever Brothers	100	consumer goods	952	–6.8	412
		Thomas J Lipton	100	food	698	38.5	407
		Natl Starch & Chemical	100	chemicals, starch	475	32.0	342
					2,125		

[1]Publicly traded in U.S. [2]Estimate. [3]Indirect ownership. [4]Under formation. [5]Includes results of Tappan for full year. [6]1978 sales. [7]Nine months. [8]Includes results of American credit for full year. NA: Not available.

Reprinted by permission of Forbes magazine from the July 7, 1980 issue.

c 1981 CTIR
University of Denver

BEST COPY AVAILABLE

The 100 largest foreign investments in the U.S.

Foreign investor	Country	U.S. company	% owned	Industries	Revenues (millions)	Net income (millions)	Assets (millions)
11. Bayer AG[1]	Germany	Mobay Chemical	100	chemicals	$ 955	$58.0	$ 917
		Miles Laboratories	100	health care	595	2.0	561
		Cutter Laboratories	100	health care	304	6.0	321
					1,854		
12. Schlumberger NV[1]	Netherlands Antilles	Schlumberger Technology	100	oilfield services	1,110[2]	NA	1,380[2]
		Fairchild Camera	100	semiconductor	670[2]	NA	
					1,780[2]		
13. Pechiney Ugine Kuhlmann	France	Pechiney Ugine Kuhlmann Corp	100	aluminum, trading, engine parts	1,769	96.4	772
14. Canadian Pacific Ltd[1]	Canada	Soo Line Railroad[3]	56	railroad	299	27.6	448
		Canadian Pacific Enterprises (US Operations)	100	steel products	1,315	NA	NA
					1,614		
15. Imperial Chemical Industries Ltd[1]	UK	ICI Americas	100	chemicals	708	NA	NA
		Fiber Industries	38	man-made fibers	881	NA	506
					1,589		
16. Petrofina SA	Belgium	American Petrofina Inc[1]	69	petroleum	1,587	83.2	1,080
17. Inco Ltd[1]	Canada	Inco ElectroEnergy	100	batteries, elec motors	842	NA	659
		International Nickel	100	primary metals	386	NA	82
		Huntington Alloys	100	metal products	267	NA	406
		Other Companies	100	various	38	NA	50
					1,533		
18. Volkswagenwerk AG[1]	Germany	Volkswagen of America	100	auto, auto parts, real estate	1,100[2]	NA	1,000[2]
		Triumph-Adler	100[3]	business machines, information systems	420[2]	13.0[2]	NA
					1,520[2]		
19. Thyssen AG[1]	Germany	Budd	100	automotive parts	1,519	NA	NA
20. BASF AG[1]	Germany	BASF Wyandotte	100	chemicals	1,103	9.7	801
		Badische Corp	100	chemicals	398	15.5	283
					1,501		
21. George Weston Ltd	Canada	National Tea	84[3]	supermarkets	1,046	8.0	251
		Applebaum's Food Mkts	100[3]	supermarkets			
		Peter J Schmitt	100[3]	wholesale food	317	NA	NA
		Interbake Foods	100[3]	biscuits	NA	NA	NA
		Stroehmann Brothers	100[3]	bakery	119	NA	NA
					1,482		
22. Hongkong & Shanghai Banking Corp[1]	Hong Kong	Marine Midland Banks[1]	41	banking	1,412	39.8	15,728
23. Seagram Co Ltd[1]	Canada	Joseph E Seagram & Sons	100	liquors, wines, oil, gas	1,375	118.0	1,934
24. Ciba-Geigy Ltd	Switzerland	Ciba-Geigy	100	chemicals, drugs, consumer goods	1,300[2]	NA	1,200[2]
25. Alusuisse	Switzerland	Consolidated Aluminum	60	aluminum	825	4.1	515
		Maremont Corp	100	automotive parts	400[2]	NA	NA
					1,225[2]		
26. Dalgety Ltd	UK	Dalgety Foods	100	food processing			
		Martin-Brower Co	100	food distribution			
		Pig Improvement Co	100	pig breeding	1,200[2]	NA	200[2]
		Modern Maid Food	100	food processing			
27. Hoechst AG[1]	Germany	American Hoechst	100	chemicals	1,174	30.0	1,061
28. Alcan Aluminium Ltd[1]	Canada	Alcan Aluminum Corp	100	aluminum	1,135	48.0	475
29. Hanson Trust Ltd[1]	UK	Hygrade Food Products	100	meat processing	582	10.8	NA
		Carisbrook Industries	100	specialty textiles	154	10.4	NA
		American Farm Products	100	fishing, agric prod	54	12.3	NA
		Interstate United	100	food service mgmt	332	11.0	NA
					1,122		
30. Genstar[1]	Canada	Flintkote	100	building materials	869	45.3	607
		Fincl Services (7 cos)	100	financial services	26[2]	13.7[2]	162[2]
		Hsg & Land Dev (10 cos)	100	housing & land dev	210[2]	10.0[2]	340[2]
					1,105		
31. Canada Development Corp	Canada	Texasgulf[3]	34	mining, chemicals	789	136.9	1,648
		Polysar	100	resins, latex	285	NA	NA
					1,074		
32. Royal Ins Co Ltd	UK	Royal Group	100	insurance	1,022	52.3	1,861
33. Akzo NV	Netherlands	Akzona[1]	66	chemicals, fibers	1,012	25.6	818
34. Moore Corp Ltd[1]	Canada	Moore Business Forms	100	business forms	982	NA	NA
		FN Burt	100	packaging			

[1]Publicly traded in U.S. [2]Estimate [3]Indirect ownership [4]Under formation [5]Includes results of Tappan for full year [6]1978 sales [7]Nine months
[8]Includes results of American credit for full year NA Not available

Reprinted by permission of Forbes magazine from the July 7, 1980 issue.

c 1981 CTIR
University of Denver

BEST COPY AVAILABLE

The 100 largest foreign investments in the U.S.

Foreign investor	Country	U.S. company	% owned	Industries	Revenues (millions)	Net income (millions)	Assets (millions)
35. Hugo Mann	Germany	Fed-Mart[1]	88	department stores	$975	$-11.1	$321
36. Grand Metropolitan[1]	UK	Liggett Group	89	tobacco, liquor	946	53.9	750
37. Rhône-Poulenc SA	France	Morton-Norwich Products[1]	21	salt, food, chemicals	732	46.1	587
		Rhône-Poulenc Inc	100	chemicals, photo-typesetting	184	NA	139
					916		
37. Saint-Gobain-Pont-à-Mousson[1]	France	CertainTeed[1]	55	building supplies	916	22.2	720
39. BOC International[1]	UK	Airco	100	industrial gases	911	67.6	879
40. Massey-Ferguson Ltd[1]	Canada	Massey-Ferguson Inc	100	machinery	901	NA	701
41. Cie Française des Petroles	France	Total Petroleum	100[3]	oil	888	21.0	433[2]
42. Mitsui & Co Ltd[1]	Japan	Alumax	45	aluminum	873	97.0	894
43. Delhaize-Le Lion SA	Belgium	Food Town Stores[1]	52	supermarkets	416	13.2	86
		Alterman Foods	100	supermarkets	436	4.2	89
					852		
44. F Hoffmann-La Roche	Switzerland	Hoffman-La Roche Inc	100	chemicals	850[2]	NA	NA
45. Bowater Corp Ltd[1]	UK	Bowater North America	100	pulp & paper	813	NA	NA
46. Telefonaktiebolaget LM Ericsson	Sweden	Anaconda-Ericsson[4]	50	telecommunication equip	800[2]	NA	NA
47. Bell Canada[1]	Canada	Intersil[1]	22	semiconductors	139	10.3	83
		Northern Telecom Sys Northern Telecom Inc	100[3]	telecommunications	640	NA	NA
					779		
48. Matsushita Electric Industrial Co Ltd[1]	Japan	Matsushita Electric Corp of America	100	electric, electronics	750[2]	NA	NA
48. Sony Corp[1]	Japan	Sony Corp of America	100	consumer electronics	750[2]	NA	500[2]
50. Siemens AG[1]	Germany	Siemens Corp	100	medical equip, electronics, cable, semiconductors	520[2]	NA	NA
		Advanced Micro Devices[1]	20	semiconductors	226	23.3	165
					746		
51. Thyssen-Bornemisza NV	Netherlands	Indian Head	100	diversified mfr	720[2]	NA	NA
52. Davy Corp Ltd	UK	Davy Inc	100	hvy constr & engineering	700	NA	220
53. Fiat SpA[1]	Italy	Fiat-Allis	80	construction equip	410	-37.8	258
		Bentley Laboratories[1]	39	medical devices	42	3.3	37
		Hesston[1]	50	agricultural equip	229	5.9	154
					681		
54. AB Electrolux	Sweden	Dometic Inc	100	appliances	675[2,5]	12.6	417
55. Husky Oil Ltd[1]	Canada	Husky Oil Co	100	petroleum			
		Gate City Steel	100	steel	667	18.4	527
		Husky Industries	90	charcoal			
56. General Accident Fire & Life Ltd	Scotland	General Accident Fire & Life Potomac Insurance Penn General Insurance Camden Fire Insurance	100	insurance	653	85.0	1,408
57. Thomas Tilling Ltd	UK	Thomas Tilling	100	energy, medical supplies, electrical prod, other	651	29.0	422
58. 6 European Banks	6 countries	European Amer Bancorp	100	banking	628	21.0	7,766
59. Babcock Intl Ltd[1]	UK	Babcock International Inc	100	diversified mfr, engineered products	615	46.0	513
60. Hoesch AG	Germany	Envirotech[1]	26	pollution control	557	6.8	350
Hoogovens	Netherlands	Beckley Coal Mining	25	coal	51	9.3	58
					608		
61. Sandoz Ltd	Switzerland	Sandoz US	100	food, drugs, seeds, chemicals	588	6.7	488
62. Beecham Group Ltd[1]	UK	Beecham Inc	100	drugs, consumer prod	580	NA	500
63. Imperial Group Ltd[1]	UK	Howard Johnson	100	restaurants	578	34.3	486
64. Bank of Tokyo Ltd[1]	Japan	Bank of Tokyo Trust	100	banking	264	13.7	3,367
		California First Bank[1]	74	banking	311	20.2	3,265
					575		

[1]Publicly traded in U.S. [2]Estimate. [3]Indirect ownership. [4]Under formation. [5]Includes results of Tappan for full year. [6]1978 sales. [7]Nine months. [8]Includes results of American credit for full year. NA: Not available.

Reprinted by permission of Forbes magazine from the July 7, 1980 issue.

c 1981 CTIR
University of Denver

BEST COPY AVAILABLE

The 100 largest foreign investments in the U.S.

Foreign investor	Country	U.S. company	% owned	Industries	Revenues (millions)	Net income (millions)	Assets (millions)
65. Northern Foods Ltd	UK	Bluebird	100	meatpacker	$573	$9.1	$ 97
66. Ivaco Ltd	Canada	Laclede Steel[1]	20	steel	235	–0.1	139
		Atlantic Steel	100	steel			
		Natl Wire Products	60	steel	335	NA	NA
		NY Wire Mills	100	steel			
		Niagara Lockport Inds	100	steel, machinery belts			
					570		
67. Standard Chartered Bank Group	UK	Union Bank	100	banking	567	34.1	6,563
68. Noranda Mines Ltd	Canada	Noranda Aluminum	100	aluminum			
		Norandex	100	aluminum fabricating	558	28.2	451
		Norandal	100	aluminum fabricating			
		Fraser Paper	65	paper mfr			
69. Agache-Willot Group	France	Korvettes	100	retailing	550	NA	NA
70. Ahold NV[1]	Netherlands	Bi-Lo	100	food retailing	547	6.1	97
71. Franz Haniel & Cie	Germany	Scrivner	100	wholesale/retail foods, dept stores	547	6.4	76
72. United Biscuits Ltd	UK	Keebler	100	baked goods	487	NA	NA
		Specialty Brands	90	spices, seasonings	24	NA	NA
					511		
73. Rio Tinto-Zinc Ltd[1]	UK	US Borax & Chemical	100	chemicals	325[2]	NA	NA
		Indal	100[3]	building products	184	7.7[2]	120
					509		
74. Olsen, Lehmkuhl Families	Norway	Timex	100	watches	500[2]	0.2[2]	NA
75. Imetal	France	Copperweld[1]	66	steel, copper fabrication	493	23.1	313
76. Nationale-Nederlanden NV	Netherlands	Life Insurance Co of Georgia	100	insurance	268	29.1	1,018
		Peerless Insurance	81	insurance	108	8.8	164
		Security Life Insurance	89	insurance	58	6.3	229
		Midwest United Life	86	insurance	27	3.8	209
		Wisconsin National Life	100	insurance	29	3.7	127
					490		
77. MacMillan Bloedel Ltd[1]	Canada	MacMillan Bloedel Inc	100	forest products	476	NA	NA
		Atlantic Forest Products	100	forest products	NA	NA	NA
					476		
78. General Electric Ltd[1]	UK	AB Dick	100	office equipment	361[4]	NA	NA
		Alco Power	100	diesel engines	100[2]	NA	NA
					461[2]		
79. Willy Korf Govt of Kuwait	Germany Kuwait	Korf Industries	70 30	steel, technology	457	24.5	374
80. National Westminster Bank Ltd	UK	Natl Bank of N Amer	100	banking	438	17.0	4,849
81. Elf Aquitaine Group	France	Elf Aquitaine Inc	100	chemicals, oil, gas	270	NA	230
		Rilsan	50[3]	heavy chem, engineering, plastics	80	NA	50
		Al-Aquitaine	75[3]	oil, gas, coal	40	NA	130
		Sanofi	100	drugs, animal health	30	NA	NA
					420		
82. Imasco Ltd	Canada	Hardee's Food Systems[1]	47	restaurants	356	11.0	191
		Tinder Box Intl	100	specialty stores	40[2]	NA	NA
		Shoppers Drug Mart	100[3]	specialty stores	17	NA	NA
					413		
83. Financière Crédit Suisse-First Boston	Switzerland	First Boston[1]	24	investment banking	410	17.2	4,891
84. Trade Development Bank Holding	Luxembourg	Republic NY Corp[1]	65	banking	401	31.6	4,408
85. Allianz Versicherungs AG	Germany	Allianz of America Inc	52	insurance	299	NA	NA
		Munich American Reassurance	45	life insurance	12	0.6	32
		Munich American Reinsurance	45	property & casualty	87	2.8	223
					398		
86. L'Air Liquide[1]	France	Liquid Air Corp of NA[1]	79	industrial gases	369	24.7	417
87. AB SKF	Sweden	SKF Industries	98	ball & roller bearings	366[2]	11.0[2]	253[2]

[1]Publicly traded in U.S. [2]Estimate. [3]Indirect ownership. [4]Under formation. [5]Includes results of Tappan for full year. [6]1978 sales. [7]Nine months.
[8]Includes results of American credit for full year. NA: Not available.

Reprinted by permission of Forbes magazine from the July 7, 1980 issue.

c 1981 CTIR
University of Denver

NESTLES

Handout #15

All Nestle milk flavorings, Nestle's Quik, Nestle candy bars, Nestle chocolate chips
All products such as Taster's Choice, Nescafe, Decaf, Nestea, Sunrise Instant Coffee
All Nestle Souptime
All Stoeffer products
All Libby products
All Crosse & Blackwell products
All Maggi products
All James Keller & Son, Ltd. products
All Crawford products
Deer Park Mountain Spring Water
All Gerber cheeses (not related to Gerber baby foods)
All McVities products
All Keiller products

Prices French Onion Dip
Fondue Swiss Knight
Cherry Hill Old Fort Cheese
Provolone Locatelli
Swiss Knight Cheese
Major Grey's Chutney
Hum
Wispride
Kavli Crispbread (flatbread)

The following alchoholic beverages:

Vin Dalsace Josmeyer Riesling
Joseph Drouhin Beaune Nos Mouches
Chateau Guibead Peissegeis Semillion
Romaine de Beaucastat Chateauneuf Papes
Beringer Napa Valley Chenin Blanc
Beringer Cabernet Sauvignon
Beringer Pinot Chardonnay
Beringer Pinot Noir
Croft Original
Jaffelin Beaujolais-Villages
Le Grillon Rivaz
Beaune-Bressandes
Saint Emilas
Freisad' Asti

c 1981 CTIR
University of Denver

ROLE SHEET

Handout #16

Algeria
Angola
Benin
Botswana
Burundi
Cameroon
Central African Republic
Chad
Congo
Djibouti
Egypt
Equatorial Guinea
Ethiopia
Gabon
Gambia
Ghana
Guinea
Guinea Bissau
Ivory Coast
Kenya
Lesotho
Liberia
Libya
Malagasy Republic
Malawi
Mali
Mauritania
Morocco
Mozambique
Namibia
Niger
Nigeria
Rwanda
Senegal
Sierra Leone
Somalia
South Africa
Sudan
Swaziland
Tanzania
Togo
Tunisia
Uganda
Upper Volta
Zaire
Zambia
Zimbabwe

c 1981 CTIR
University of Denver

Assignment and Research Guide

Handout #17

If you were assigned to represent a country, write at least one page of information about that country. All students, including the chairperson co-chairperson, secretary, and reporters, should briefly research the issues listed on the conference agenda. Students who represent specific countries should compare their agenda research to the research reports concerning their individual nations. Become as familiar as possible with your country and the issues to be covered in the conference. You will be graded on individual research, participation, and over-all behavior. At the end of the conference you will have the opportunity to evaluate yourself, other class members, and the worth of this activity.

Requirements:

Research should be at least one page in length, all items subtitled. Country must be researched as well as issues on agenda.

Make a bibliography using a variety of resources, i.e., encyclopedias, books, magazines, and clipped newspaper articles.

Draw free-hand a map of the country you are to represent.

Make a name tag for your country.

In studying individual countries, research the following information:

1. Historical background (enemies, friends)
2. Resources (Are they exported or used internally? How valuable?)
3. Major trading partners and products
4. Military status (size, nuclear power access)
5. Agricultural production of products
6. Population
7. Transportation system (rail, air, water, canal, river, port)
8. Major cities and locations
9. Political situation (revolutionaries)
10. Problems and weaknesses

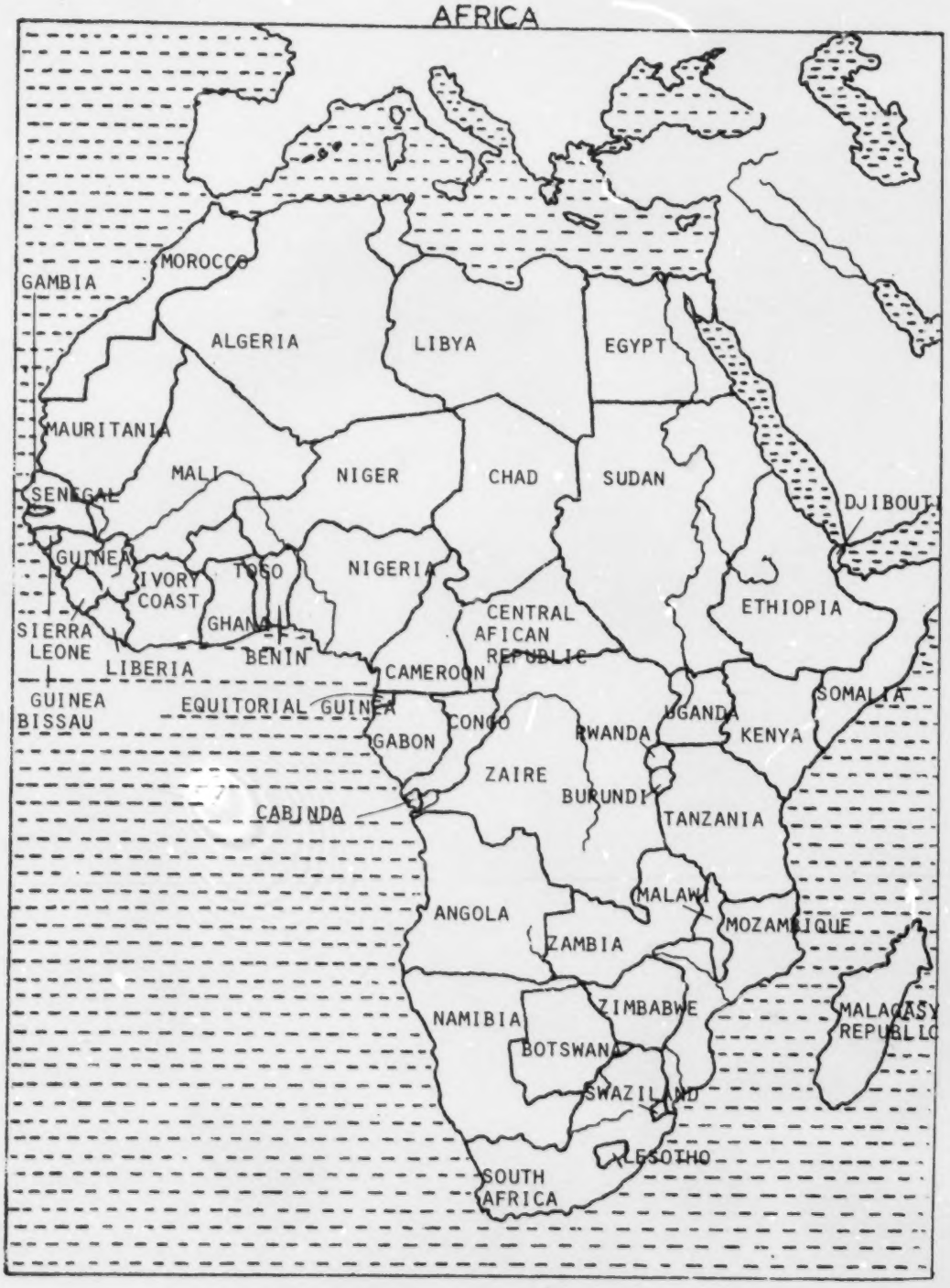
Reporters, please turn in all news reports at the end of the conference. Be sure you place your name at the top right hand corner.

All editorials will also be turned in at the end of the conference.

c 1981 CTIR
University of Denver

MAP OF AFRICA

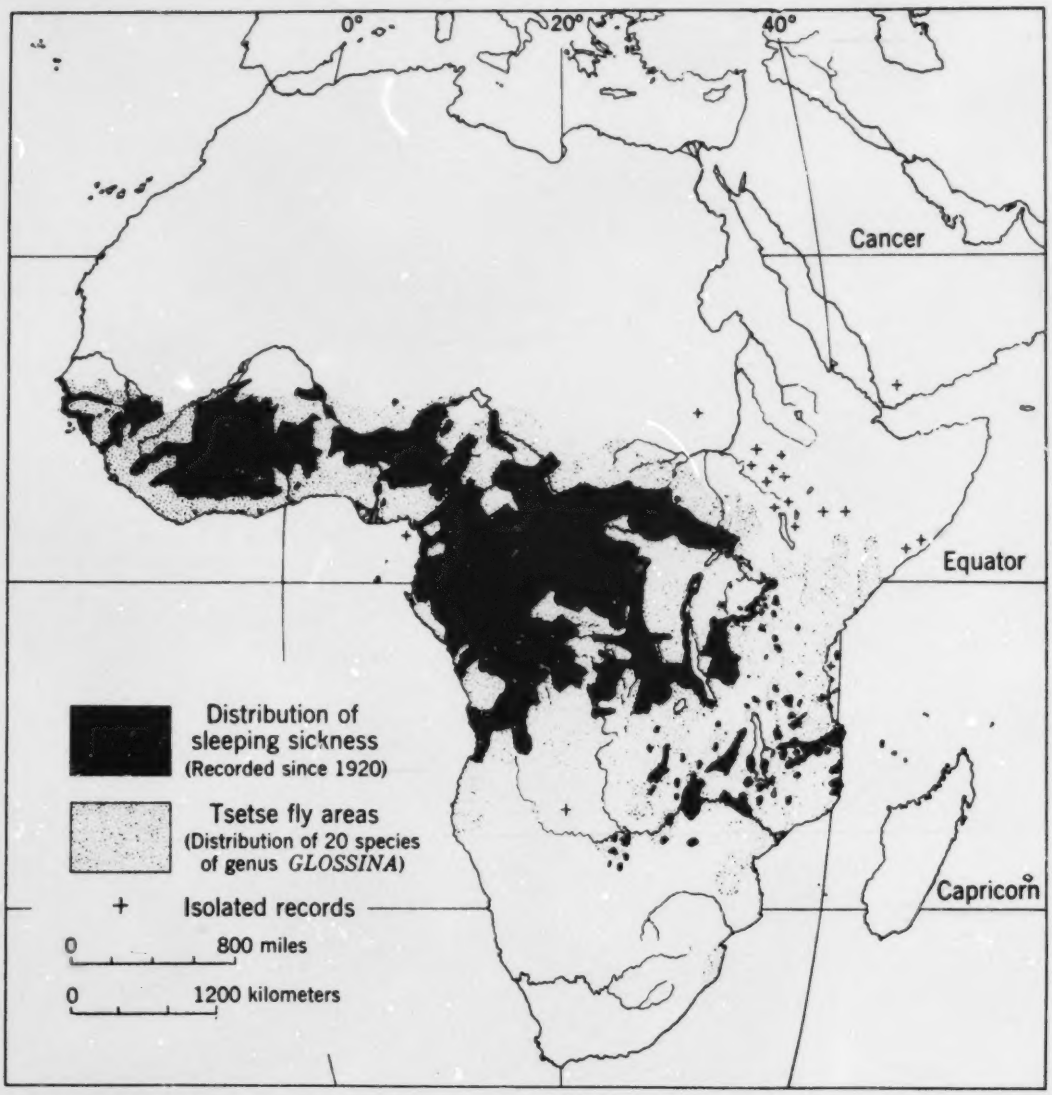
Handout #18



c 1981 CTIR
University of Denver

TSETSE FLY MAP

Handout #19



8.3 Sleeping sickness and tsetse-fly areas. (Compiled from information supplied by the late P. A. Buxton and H. S. Leeson.)

c 1981 CTIR
University of Denver

AGENDA

Issue 1 - Proposal

African countries who have more oil than they can use will sell oil at lower prices (at least a 10 percent reduction) to underdeveloped African countries.

Issue 2 - Proposal

A task force appointed by the OAU will be set up for the primary purpose of controlling and eventually eliminating the tsetse fly. Each member nation will be expected to donate one-half of 1 percent of their GNP for this program.

Issue 3

Germany has been granted permission by Zaire to build a military base in the Katanga region, located in southeast Zaire. The base will be equipped with a sophisticated weapons system and will also be the site for an experimental missile. Neighboring countries of Zaire, particularly Angola, Zambia, and Tanzania are angered and totally disapprove of this plan for a foreign military base.

Issue 4

Since the invasion of Uganda by Tanzania and the toppling of Idi Amin's regime, the new government of Uganda has refused to allow Ugandan refugees, residing in Kenya, to return to their country. Kenya demands acceptance of the refugees back into Uganda, or monetary payment for the cost to Kenya in keeping the refugees. Kenya threatens that if neither solution is agreed to by Uganda, warfare will ensue.

Issue 5 - Proposal

Many member nations of the OAU have expressed that there is a great need to adopt one language to be learned and spoken by all people throughout Africa. Of all the languages spoken in Africa, four have been determined as the ones most common. Therefore, it is proposed that one of the four should be made the universal language of Africa. A vote will be made to adopt one of the following languages: Hausa, Swahili, English, Arabic.

c 1981 CTIR
University of Denver

Issue 6

Moslem revolutionaries from Sudan, Somalia, and Ethiopia have taken the Eritrean region in Ethiopia. Eritrean Moslems demand the immediate withdrawal of Coptic Christians from Eritrean and claim Eritrea an independent region from Ethiopia. Somali rebels demand the Ogaden Low Plateau region from Ethiopia. Terrorists threaten to dump large quantities of deadly chemicals into the Blue Nile if demands are not met.

NOTE: Every member should be reminded that the charter of the OAU respects the national boundaries determined at the time of a nation's independence.

Issue 7 - Proposal

Hundreds of people have been imprisoned, tortured and murdered under the politically repressive regime of Zaire's leader Mobutu. It is proposed that the OAU recognize and condemn Mobutu for violating the human rights of Zairean citizens.

Issue 8 - Proposal

An increased militaristic stance should be taken by the OAU against South Africa. It is proposed that 1 percent of the GNP for each member nation be given to guerilla revolutionaries fighting the racially and politically oppressive government of South Africa. It is also proposed that each member nation set up a program to train mercenary soldiers to join fighting revolutionaries.

Issue 9

The Mbuti Pygmy tribe living in the Ituri Forest in northeast Zaire, as well as other scattered Pygmy tribes throughout the rain forests of the Central African Republic and Cameroon, are threatened by extinction. It is estimated that Pygmies need two and one-half square miles per person for survival. Anthropologists believe that if nothing is done to provide for the survival of the these people that by the year 2,000 there will be no more left.

c 1981 CTIR
University of Denver

TEXT FOR CHAIRMAN

Handout #21

TO BE READ BY THE CHAIRMAN (the first day of conference only)

The conference of the Organization of African Unity will come to order (use gavel).

This conference is now in session. The secretary will call roll. Answer present when your country's name is called. (Secretary does this.)

I will remind council members of the rules governing this conference. No one will speak unless given permission by the chairman. Two countries may debate at the table if given permission by the chairman, however, the chairman will break into the debate or end it if representatives cannot conduct themselves in a proper manner. Please raise your hand and speak only when acknowledged by the chairman. State your business clearly and concisely and then sit down. Rudeness to the chairman will not be tolerated. When the chairman calls for order, it will be enforced immediately. If a member of this council should interrupt the order of this conference too often, he will forfeit his vote and he will be removed from the table until the next issue is brought forth. When the chairman grants a caucus, no one has the floor, all members are free to discuss the issues among themselves. A caucus is usually called for the purpose of members deciding how they will vote on an issue or for members to discuss and present a proposal when the meeting is called to order.

The purpose of this conference is to find solutions to crisis situations and make decisions regarding major issues affecting African nations. The council is authorized to carry out proposals voted on and passed by a majority of council members. All is done in the interest of making a better Africa.

c 1981 CTIR
University of Denver

STUDENT EVALUATION

1. Was this activity worthwhile? Why or why not?
2. What did you learn?
3. What did you like best about this activity?
4. What did you like least about this activity?
5. Why did some nations have more power and influence than others?
6. Did interdependence with other African nations affect decisions? How?
7. Did students represent their own interests and conscience or those of the nation they represented?
8. How feasible is it for a political representative to vote according to his/her conscience?
9. Is it difficult to be the voice for a nation? How does it feel?
10. Does a nation really speak as one voice?
11. How does one promote and represent the interests of a nation?
12. What local, national, and global actors (people, nations, and organizations) exert influence?
13. Why do some actors have more impact on decisions than others?
14. What are the pressures a statesman would have to face when representing a nation in an international organization?
15. As you played your roles, did you really feel some of those pressures?
16. In what ways could a statesman be torn as to the course of action to follow?
17. How accurate is research?
18. What affects the accuracy of information?
19. Is there such a thing as objective news?
20. Does the source and time from which information came have anything to do with the information's objectivity or accuracy?

c 1981 CTIR
University of Denver

21. What were some of the frustrations you experienced in trying to obtain information?

22. Did you play your role well? Explain your answer.

23. Did you feel you excelled in any aspect of the activity? Explain.

24. Were you ever frustrated or uncertain about how to participate in the imaginary conference?

25. Was there any time when you were confused?

26. What suggestions can you give that would improve this activity?

27. Evaluate the person with whom you worked if you represented a country. Briefly describe their cooperation, participation, and overall contribution.

28. Evaluate the chairman and cochairman as to how well they participated and played their roles.

c 1981 CTIR
University of Denver

MAP OF ZABROS

Handout #23

The four ethnic groups in Zabros are:

1. Zabos
2. Abas
3. Boros
4. Obox

c 1981 CTIR
University of Denver

RULES

1. Each ethnic group starts the game with a predetermined number of Zabros Power Cards. There are a total of 100 Zabros Power Cards. Each card equals 1 percent of the vote in the Zabros senate. At the beginning of the game the Zabros Power Cards are distributed as follows:

   Zabos have 50 Zabros Power Cards or 50 percent of the votes in the senate. Abas have 22 Zabros Power Cards or 22 percent of the votes in the senate. Boros have 20 Zabros Power Cards or 20 percent of the votes in the senate. Obos have 8 Zabros Power Cards or 8 percent of the votes in the senate.

SAMPLE POWER CARD/DEMAND CHART

The Director should copy this chart on the board throughout the game, changing demands and power distributions after each round.

Group	Power Cards	Demand	Cost
Zabos	50	All universities in our language	no cost
Abas	22	Technical Schools	5 power cards from Boros
Boros	20	Separate Broadcasting Authority	3 power cards from Zabos
Obos	8	Aid to agriculture	10 power cards from Zabos

---

2. Any ethnic group can submit one demand to the assembled groups during each voting round.

3. Prior to making out a demand form, each group will first decide its particular strategies. Secondly, it will bargain with the other groups in an attempt to get support for its position. The game director has detailed information on how this bargaining process works.

4. To submit a demand, it must be written on a Demand Form. Before it is submitted to the Director, it must be approved by a majority of

c 1981 CTIR
University of Denver

the members in your ethnic group. Each demand must state how many Zabros power cards the demand is worth and from what other ethnic group or groups the Zabros Power Cards are to be taken.

5. Once a demand is presented to the Game Director, it may not be changed.

6. Once the demands have been presented to the senate, each group has one minute to convince other players to vote for or against the demands. The Game Director has rules that govern how this bargaining will take place.

7. When voting, each member of an ethnic group has an equal vote (one person one vote) within that group. The majority (51 percent) decides whether that group's votes will be placed in favor of the demand or against the demand. For example, if one ethnic group of seven players has fifteen power cards and four of the players vote for a demand, the entire fifteen votes represented by the power cards would be placed in favor of the demand.

8. The senate is composed of all members of all the ethnic groups represented. All votes are decided by a majority vote of the senate. In other words, a demand that receives 51 percent of the vote in the senate would pass.

If normal channels of bargaining and decision making do not seem to be working effectively for your group, you may resort to activities considered extraordinary and extralegal. There are two options explained below: Terrorism and Strikes.

Terrorism can be used by the two groups with the lowest amount of power cards any time after the first complete round of play. A terrorist move can only be made directly after the Demand Forms have been presented to the Game Director. Terrorism requires a majority vote of the group using the terror.

Once terror has been used, all bargaining and voting in that round stops. The terrorist may make a statement. The remaining time is used to work out a solution to the terrorist demand. All groups make an attempt to resolve the conflict. If the conflict is resolved, the group may end its terrorism. The terrorist group still must pay for this activity.

Costs: In real life, terrorism costs the society valuable human and material resources. The terrorist group must pay two power cards for using terrorism. The cards are kept out of the game for two rounds after the terrorism has ended. After two rounds, the power cards are returned to the terrorist group.

c 1981 CTIR
University of Denver

The dominant group (the group with the most power cards) must repress the terrorism if no solution can be agreed upon after one round of bargaining. For the sake of keeping order in the society, the dominant group must use its resources to prevent any terrorism. The cost to the dominant group is five power cards. The cards are kept out of the game for two rounds. Repression must be used if the terrorist group does not withdraw its terrorism by the end of the round. After the two rounds the power cards are again returned to the dominant group.

A second round of terrorism by the same group costs that group four power cards, held out for two rounds. A third round, would cost six power cards. Each successive use of terrorism by the same group costs an additional two cards.

EXAMPLE OF "POWER CARD" DISTRIBUTION DURING TERRORISM

	After one complete round	After 1st round of declared terrorism	After 2nd round of declared terrorism
Dominant group	Zabos 50	Zabos 45 (-5)*	Zabos 40 (-10)*
	Abas 22	Abas 22	Abas 22
Declares Terrorism	Boros 20	Boros 18 (-2)*	Boros 14 (-6)*
	Obos 8	Obos 8	Obos 8
	Total = 100 Majority = 51	Total = 93 Majority = 47	Total = 84 Majority = 43

*Power cards are held out of the game for two rounds and then returned. The point loss is only temporary.

Strikes: Each group has certain products or skills that they contribute to the economy of the Zabros nation. Any group can declare a strike at any time. The legislative process is not disrupted, the game goes on as usual. The strike will have certain costs. Each group will be penalized because they all are affected. As soon as the strike is resolved, the penalties are lifted.

c 1981 CTIR
University of Denver

Types of Strikes

A. A food production slowdown or strike can be called by the Obos group only. The cost of an agricultural slowdown or strike per round is two power cards per group, including the Obos since they are losing money for not selling their crops. These power cards are held out of the game until the strike is resolved.

   For example, if the power distribution is: Zabos--50, Abas--22, Boros--20, Obos--8 and a food strike is called by the Obos for the next round, legislation continues but the power distribution is: Zabos--48, Abas--22, Boros--18, Obos--6, for a total of 92 power cards in play. Majority needed for passing legislation is 47. For each subsequent round the strike continues, two more cards are taken from each group. Once the strike is resolved, all withheld power cards are returned to the groups.

B. A mining strike can be initiated only by the Boros. The cost of this type of strike is one power card per group. The Boros must also pay since they are out of jobs and losing money. The power cards are withheld from the game until the strike is resolved. Also, each group loses one power card for every additional round the strike continues. Legislative activity is not affected, bargaining continues. It is important that a solution to the strike is found as soon as possible to prevent a further loss of power for every group.

Note: Players should realize that terrorism and strikes are options which should be used only when all else fails. An ethnic group which proclaims terror or calls a strike prevents every group from carrying out its day-to-day affairs. This could alienate other groups, preventing them from working with the terrorizing or striking group in the future.

9. Each group should use its Policy Accomplishments sheets to keep track of all of the programs it has passed in the senate for its particular group.

c 1981 CTIR
University of Denver

PROFILE-ABAS

You are Abas. The Abas are the third largest ethnic group in Zabros, according to the latest population figures. You make up 20 percent of the population. You live in a section of the country noted for its mineral wealth. However, much of that wealth has been used and no longer exists. Years ago you were a strong ethnic group with your own special language, culture, and customs. But now that your group has lost its mineral wealth, you speak the language of the Zabos (the dominate language in the country) in order to get good jobs and become more active in the government of the country.

For much of your history, your people have been workers in the mines but now there is a great need for education so that your people can hold the better "white collar" jobs that Zabos now hold. You have no universities in your region. Your group prefers to send all students to Zabos schools located in the Zabos region. You are the middle class of Zabros. Your people are satisfied, for the most part, with their jobs, families, and place in society, but you would like to be as rich as the Zabos. You are called "social ethnics." You have a limited commitment to your ethnic heritage. You participate in ethnic holidays, clubs, dances, and parades; but you would never let your ethnic practices interfere with contact or friendship with members of other ethnic groups. Specifically, your goal is to gain some of the power and you want to get better jobs and more of the government jobs.

STRATEGIES

You might demand that there be the same percentage of Abas in the university as there are Zabos.
You might demand that the government provide loans so that Abas can go to college and get degrees.
You might demand that more and more government jobs be filled by Abas.
You might demand that money be invested by the government to start white collar industries, like computer firms in your region.
You might demand that the Zabos language be taught to all people in the country as soon as possible.
You might demand that the transportation systems between the Abas region and the Zabos region be improved.
You might demand that Zabos and Abas be the only groups allowed to hold government jobs.
You might demand that only the Abas and Zabos be allowed to particpate in the senate.

Remember: You can make any specific demands which reflect the goals stated in your profile.

c 1981 CTIR
University of Denver

PROFILE-BOROS

You are Boros. Your group is the largest ethnic group (in numbers) in the country, making up 40 percent of the total population. The Boros live in the central region of the country. Your region has just undergone rapid industrialization. That means that many new factories are being built and many people are moving to the cities of the region. This also means that lots of money is being invested in your region. This has been the result of the building of a seaport and a canal system linking the Boros region with the other three regions of Zabros. Your lives are changing rapidly, yet your ethnic heritage and identification is very, very important to you. You are called "ethnic nationalists." That means that you place your ethnic group ahead of the nation. You do not feel loyalty to the nation. Your loyalty rests first with your ethnic group. Religion is an important part of your ethnic heritage. In addition, your group speaks only the Boros language. In fact, your group has made rules that restrict the use of other languages, especially Zabos, within the Boros region. If a person wants to learn the Zabos language, he or she must go to high school.

You and your people prefer to keep to yourselves, especially when marriage and friendships are concerned. Your group's strong ethnic identity combined with your improved economic conditions are leading your group in the direction of complete control over your own region from the government down to the education system. You want your own university. You want control over all education in your region. Your major goal is to gain more power in the government so that you will have more control over your own region. In fact your group feels so strongly about having local control that many people want to form their own separate nation called BOROLAND.

STRATEGIES

You might demand that all instruction in the schools of your region be in the Boros language.
You might demand universities in the Boros region be equal to those in the Zabos region.
You might demand to have schools that will train adults and workers.
You might demand that the government support the development of industry in your region by backing all loans.
You might demand that the Boros have complete control over their industries and that includes prices.
You might demand that the Boros people have their own radio, T.V., and newspapers.
You might demand that your group be given a bigger vote in the senate.
You might demand that your ethnic holidays become national holidays.

Remember: You can make any specific demands which reflect the goals stated in your profile.

c 1981 CTIR
University of Denver

PROFILE-OBOS

You are Obos. Your group makes up 25 percent of the population of Zabros. You live in the poorest section of the country. Most of you are rural farmers and make your living by growing wheat and vegetables. You are considered by the other ethnic groups to be the lower class of the nation. Without the aid of the government through welfare programs and aid to farmers, many of your people would die. Therefore, your people are loyal to the government because they must be, not because they want to be.

You are called "communal ethnics." Your community's practices and beliefs are based on ethnic customs and practices. There is no difference between community life and ethnic life. You feel a very strong attachment to each other and prefer to be with other Obos. You are willing to associate with other ethnic groups only when necessary to get something you need. Your group is not interested at the present time in the government or the nation except when programs that will benefit Obos are considered.

Because of the changes in Boros, which is next to Obos, many of your people are working in Boros and are beginning to think like the Boros. Therefore, many of you are becoming convinced that Boros and Obos should be self-governing and not controlled by the national government. There is no university in Obos; it is the most poorly educated region of the nation. Twenty-five percent of your people cannot read or write and the government at the present time does not provide aid for education. Your goal is to maintain government aid programs. In fact, you want government aid for education and you want the government to make sure your people are never hungry. You practice a religion that is not recognized by the government and you want that changed.

STRATEGIES

You might demand technical and vocational schools for your region.
You might demand a university, but not until you have the other schools.
You might demand that the government give you a radio station for Obos operated by Obos.
You might demand that: (1) your language be protected, and (2) the government guarantee that peole speaking the language will not be denied jobs.
You might demand that the government start programs that will provide fertilizer and seed for all farmers in the region.
You might demand that prices be set on food which will assure the farmer he will make money on his crops.
You might demand money from the government to support ethnic heritage programs and events.

Remember: You can make any specific demands which reflect the goals stated in your profile.

c 1981 CTIR
University of Denver

PROFILE-ZABO

You are a Zabo. The country of Zabros gets its name from your ethnic group. You are the major group responsible for the unification of the four regions of the contry into one nation. The nation's capital city is in the Zabos region, as well as most of the government offices and jobs. The only two universities in the country are in the Zabos region. Your language is the official language of the nation and must be spoken by applicants to get a government job. Your region does not contain heavy industry like steel, but it is the home of many "white collar" businesses such as computer firms and research firms. Your group controls the government and you feel things should stay that way. Your group only makes up 10 percent of the population, but your group makes more money than anyone in the three other ethnic groups. You are called "state nationalists." This means that your loyalities are more toward the nation and government and less toward the ethnic group to which you belong. Your ethnic customs are not important, what is important is the protection of the nation and the government in which you are the most powerful group. Your goal is to maintain control of the government and to control what other groups can and cannot do. You might give up some power to keep the other groups happy, but you do not want to lose control of the government.

STRATEGIES

You might demand that each region have a university, but insist that your language be the only language spoken in these schools.
You might demand that each region have a university as long as your region has two more universities than the others.
You might demand that the senate can never allow other regions to have radio, television, or newspapers unless the Zabos agree.
You might demand that no demands be passed in the senate without Zabos approval.
You might demand that all government offices be filled by Zabos only.
You might demand that money be spent to increase cultural and ethnic holidays in the regions, but only Zabos holidays are national holidays.
You might demand that the government furnish aid to they Obos if they let the Zabos set food prices.

Remember: You can make any specific demands which reflect the goals stated in your profile. You will avoid all possible attempts to take away your control of the government.

c 1981 CTIR
University of Denver

NAME TAGS

Handout #26

c 1981 CTIR
University of Denver

DEMAND FORM

Handout #27

WE THE _____ DEMAND _____

_____

_____

_____

THIS DEMAND IS WORTH _____ ZABROS POWER CARDS.

THESE CARDS WILL COME FROM THE _____

_____

WE THE _____ DEMAND _____

_____

_____

_____

THIS DEMAND IS WORTH _____ ZABROS POWER CARDS.

THESE CARDS WILL COME FROM THE _____

c 1981 CTIR
University of Denver

POLICY ACCOMPLISHMENTS

Handout #28

Policy Demand Made	Failed	Passed	Supporters

c 1981 CTIR
University of Denver

TOP SECRET--Nurdian Empire

The Nurdian Empire suffers from a number of internal problems. The government is that of a dual monarchy: one Nurd and one Dian Emperor, who are supposed to have equal powers. However, Dians are becoming increasingly discontent for regardless of what should be, it is apparent that power and control rests with the aging Fred Nurd, the Nurd Emperor. The Dian monarchy might as well be nonexistent.

Further, the heir to the throne is Frank Nurd, who is so stupid that everyone is concerned for the destiny of the Empire when Fred Nurd dies. Frank is given "figure head" errands to run in order to keep him out of the way.

In order to distract attention from domestic problems, the Nurdian Empire has a policy of expanding the Empire into the South Sea region. Since Northland would also like to gain control of this area, Northland and the Nurdian Empire are not on good terms. However, your Empire recently gained practical control over two Southlandish Provinces, Ouida and Hangolia, which you expect to formally annex soon

The Nurdian Empire is allied with Grainland (which is very strong militarily) and Telico in a defensive pact. This provides that if any of the three countries is aggressed upon, the other two members of the alliance will come to her aid to help her preserve her sovereignty. The treaty makes no provision for coming to the aid of a member of the alliance who initiates agression.

c 1981 CTIR
University of Denver

TOP SECRET--Grainland

Grainland lies between two traditionally powerful enemies, Swangola and Northland (see map). Swangola, in particular, is bitter from her defeat in the Swan-Grain War. To guard against possible future aggression on the part of either Swangola or Northland, your government has taken several precautionary measures. Among these are:

1. A defensive alliance with the Nurdian Empire and Telico. This alliance is solely a defense pact. The agreement is that if any one of the three countries in the alliance is aggressed upon by any outside power the other two countries will help the attacked nation preserve its sovereignty. The treaty makes no provision for coming to the aid of a member of the alliance who initiates aggression.

2. A detailed and thorough arms buildup. The arms buildup has been developed in order to guarantee the integrity of the country and to discourage attack by either Swangola or Northland.

3. A detailed mobilization plan for the armed forces. This has been drawn up in detail in advance in order to give your country the best possible chance to defend itself in the event of aggression against it.

   After the Swan-Grain War, Swangola, suffering from defeat and from a phobia of Grainland, sought some sort of alliance, and has probably made one of some sort with your enemy Northland. Should this be an aggressive alliance, this would create a situation whereby you could be attacked by two major powers from both sides (a two-front war).

   To preserve the integrity of your country, the only hope, in such an eventuality, is to prevent invasion from either front. This means that if it becomes apparent that they are likely to attack, Grainland must strike first in order to prevent total collapse. Hesitation will spell doom militarily. As a result, you have designed a total mobilization plan for your troops and material which may be activated with one centralized order. When the order is given, all troops and materials will have priority on all roads and will move out in all directions toward your borders.

   To the South, some troops will cross into your allied country of the Nurdian Empire, for they are weak militarily and may not repel an invasion by a foreign power who might decide to invade through them.

c 1981 CTIR
University of Denver

On the Northland front, troops will move to the vicinity of the border and merely stage a holding action until the Swangolese front is eliminated. Then Northland may be defeated at leisure, as the balance of troops return from the Swangolese front.

The Swangolese front is the most threatening. In order to prevent total disaster, Swangola must be knocked out of the war immediately, which will eliminate the most threatening of the vice-like, two-front situation. To do this, Swangola must be invaded swiftly and by surprise. Because of terrain and previous invasion, the only feasible route is through Ludland. This means risking antagonizing Insuland, who has declared that she will guarantee the safety of Ludland. Failure to invade, however, will ensure Grainland's defeat. Swangola must be defeated quickly before she can invade Grainland.

c 1981 CTIR
University of Denver

TOP SECRET--Northland

Although a very large country, Northland is a very backward nation politically, militarily, diplomatically, economically, and in its transportation and communication networks. The people are becoming increasingly discontent. For several years, there has been a succession of small revolts as well as growing organizations of a political and economic nature which oppose the existing system.

Your government, aware of the general backwardness of your country compared to other powers, conducted a secret investigation to determine the degree of the various problems. This secret report indicated to you (last year) that should Northland become involved in ANY war against ANY major power in the next five years, you will suffer total and utter defeat. The conclusion was that war must be avoided for at least that amount of time. Luckily, no foreign power is aware of this report.

Your economic advisors have informed you that one of the major factors causing economic retardation is the lack of access to a warm-water seaport. A previous attempt to gain one by aggression failed. Therefore, Northland has adopted a policy by which you hope to gain the favor of similar peoples in the South Sea region in order to acquire access to such a port. Consequently, your ministry of propaganda has been attempting to create a friendly, "big brother" protector role for Northland among the similar peoples in the South Sea region. This policy has created some ill will toward Northland on the part of the Nurdian Empire, which has been seeking control over the South Sea region itself.

Northland has a defensive alliance with Swangola and Insuland. Under the terms of this alliance, if an outside power aggresses against any of the members, the other two allies have pledged all military assistance necessary for the preservation of the attacked country's sovereignty. Northland views the two most likely countries that might aggress against her to be the Nurdian Empire and Grainland, which is a powerful traditional enemy.

c 1981 CTIR
University of Denver

TOP SECRET--Southland

Southland is a comparatively small and powerless country, but a very proud one. Although the ethnic heritage of the country's population is mixed, many people are considered similar to those living in Northland.

Recently, Southland has been severly threatened by a comparatively powerful northern neighbor, the Nurdian Empire. The Empire has, by various means, been snatching provinces of Southland and bringing them into the Nurdian Empire. Recently, for example, they have gained practical control of two more provinces, Ouida and Hangolia, forcing your comparatively weak and defenseless government into granting them formal control soon.

A declaration of war by Southland against them would only be, practically speaking, an invitation for them to invade and take your entire country. The inability of your government to prevent the nibbling aggression has caused a number of secret patriotic groups to form to fight, by various means, for the integrity of their country or provinces.

Apparently Southland's "ace in the hole" is Northland, which has been stating that, as a major power, she intends to protect and cooperate with all similar peoples to stop aggression against any such similar peoples anywhere by any other powers.

c 1981 CTIR
University of Denver

TOP SECRET--Swangola

Swangola is one of the major powers shown on the map. The principal threat to Swangolese security is Grainland, a traditional enemy who defeated you in the Swan-Grain War. As such, Grainland, who has armed herself "to the teeth," is a serious threat to the sovereignty of your country.

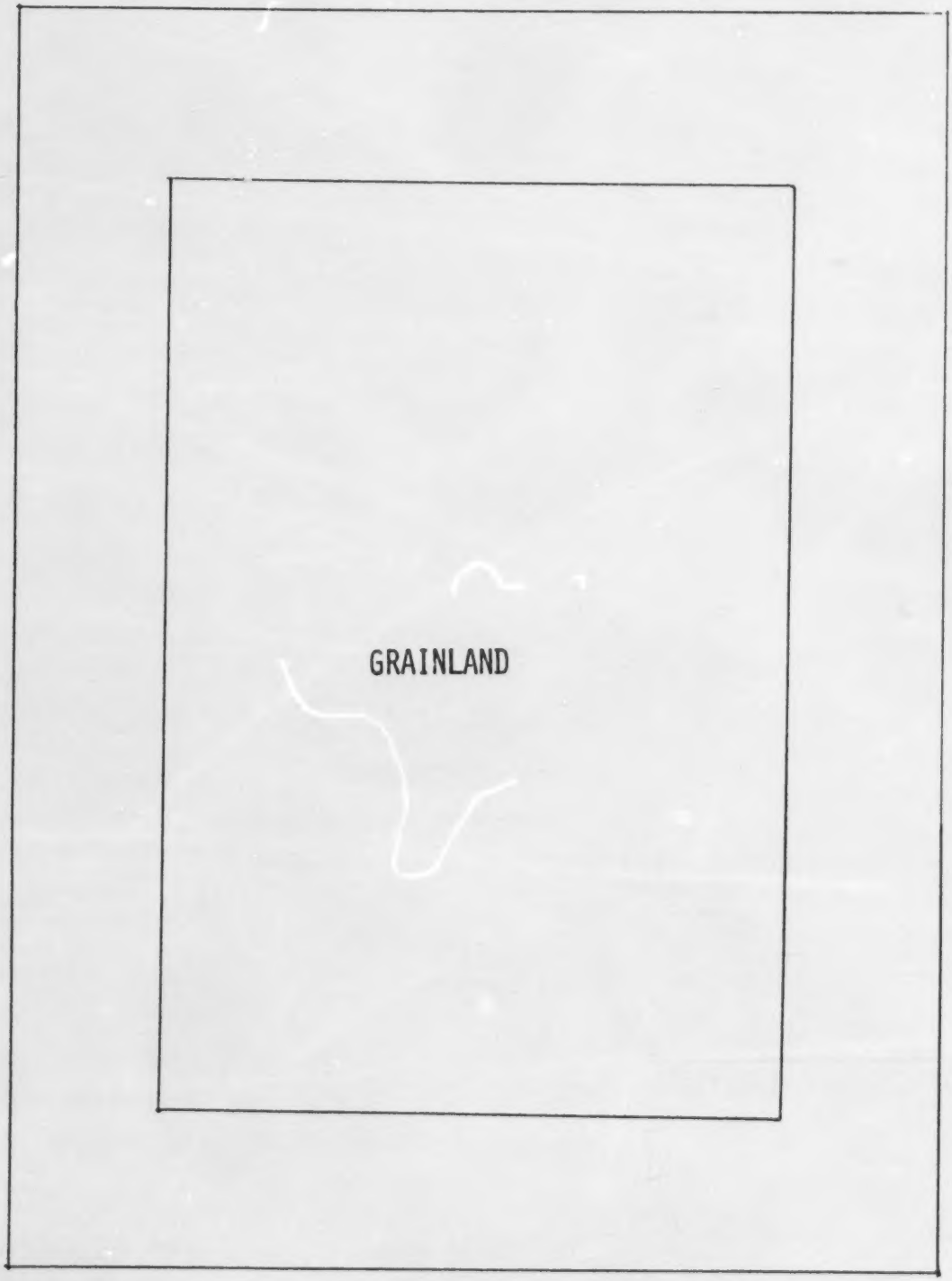
In order to preserve as much security as possible, you have a defensive alliance with Insuland and Northland. This alliance provides that if any of the members are attacked by a nonmember country, the other two countries will come to the aid of the one aggressed upon. It is the hope of Swangola that this defense pact, joined by three apparently strong countries located strategically around Grainland, will help save Swangola from Grainlandese aggression.

c 1981 CTIR
University of Denver

SYMBOLS AND BADGES

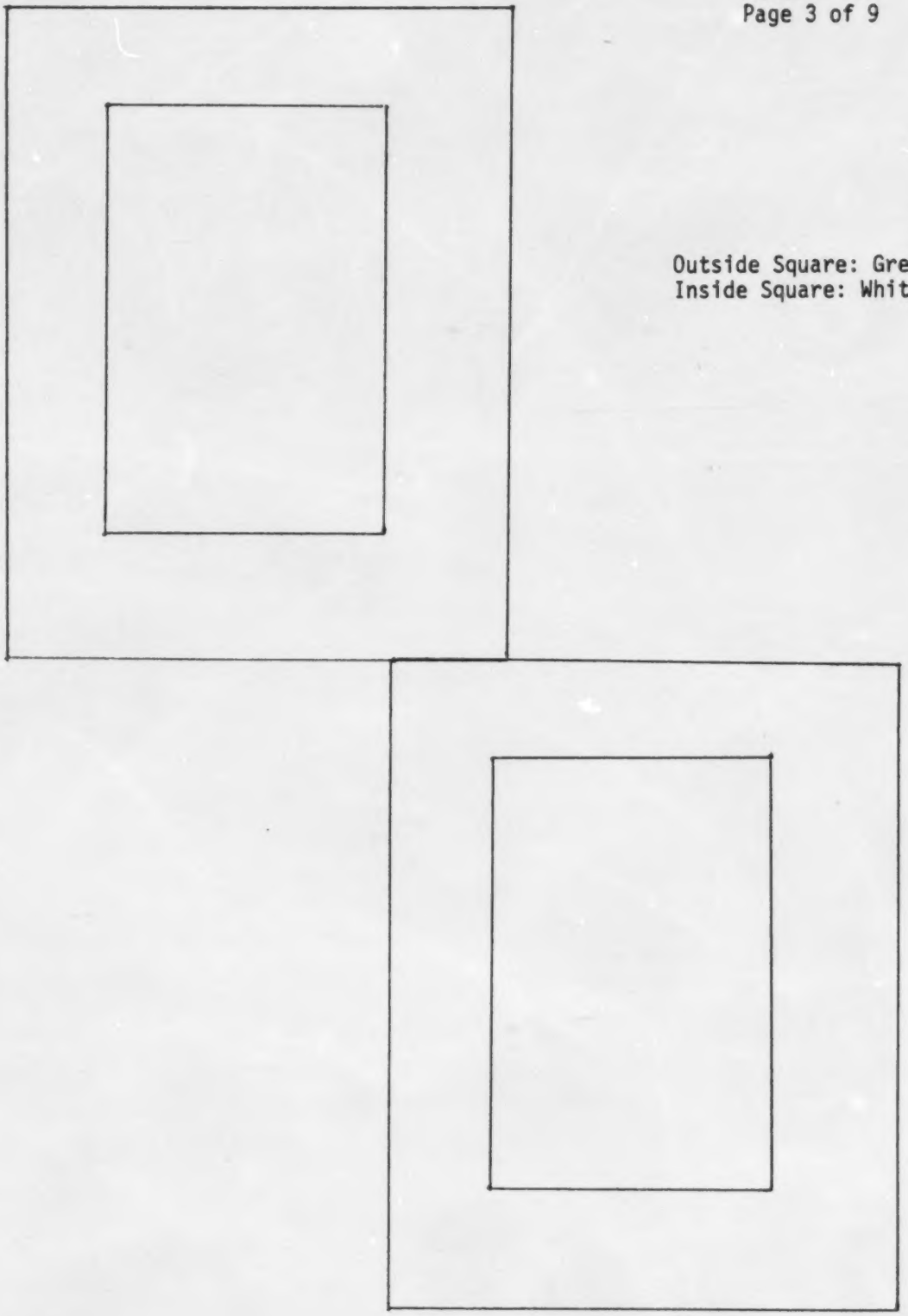
Inside Circle: Pink
Outside Circle: Blue

c 1981 CTIR
University of Denver



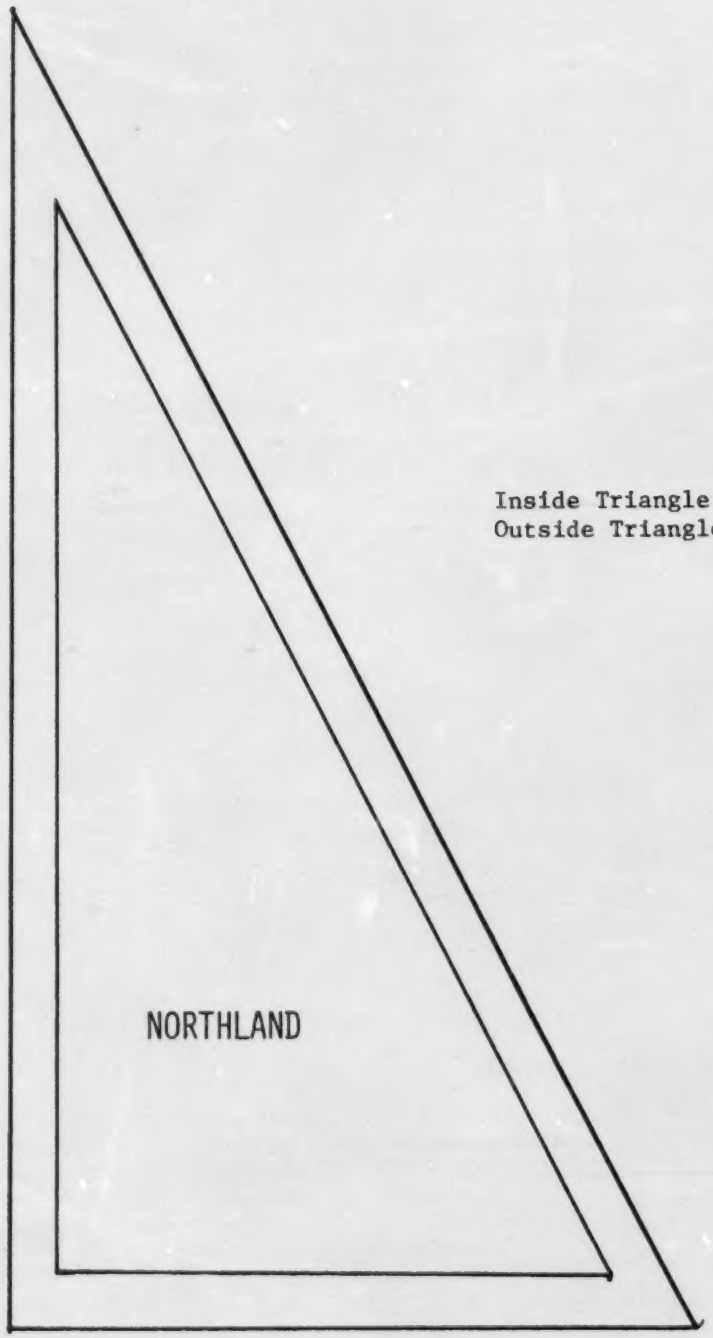
Inside Square: White
Outside Square: Green

c 1981 CTIR
University of Denver



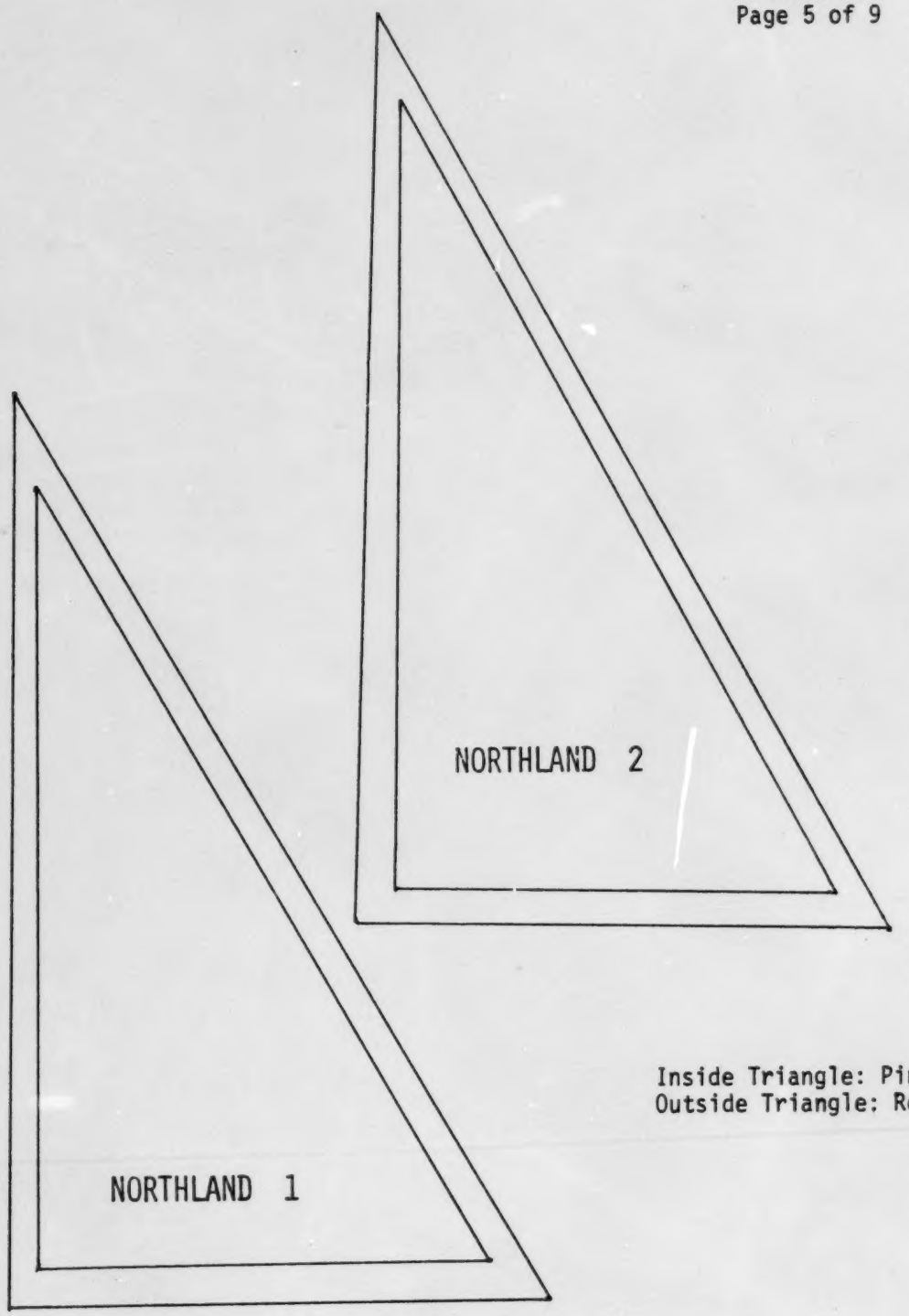
Outside Square: Green
Inside Square: White

c 1981 CTIR
University of Denver



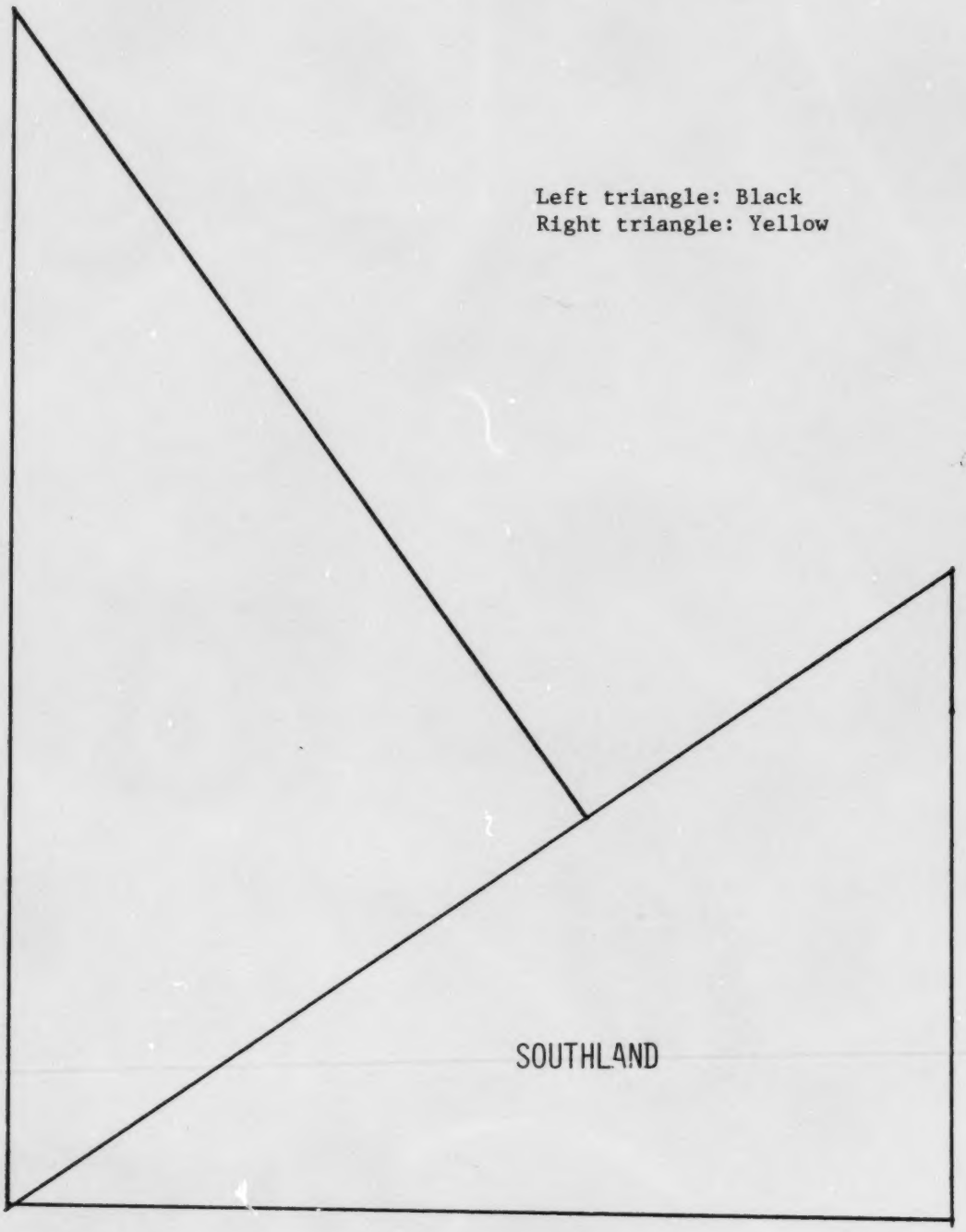
Inside Triangle: Pink
Outside Triangle: Red

c 1981 CTIR
University of Denver

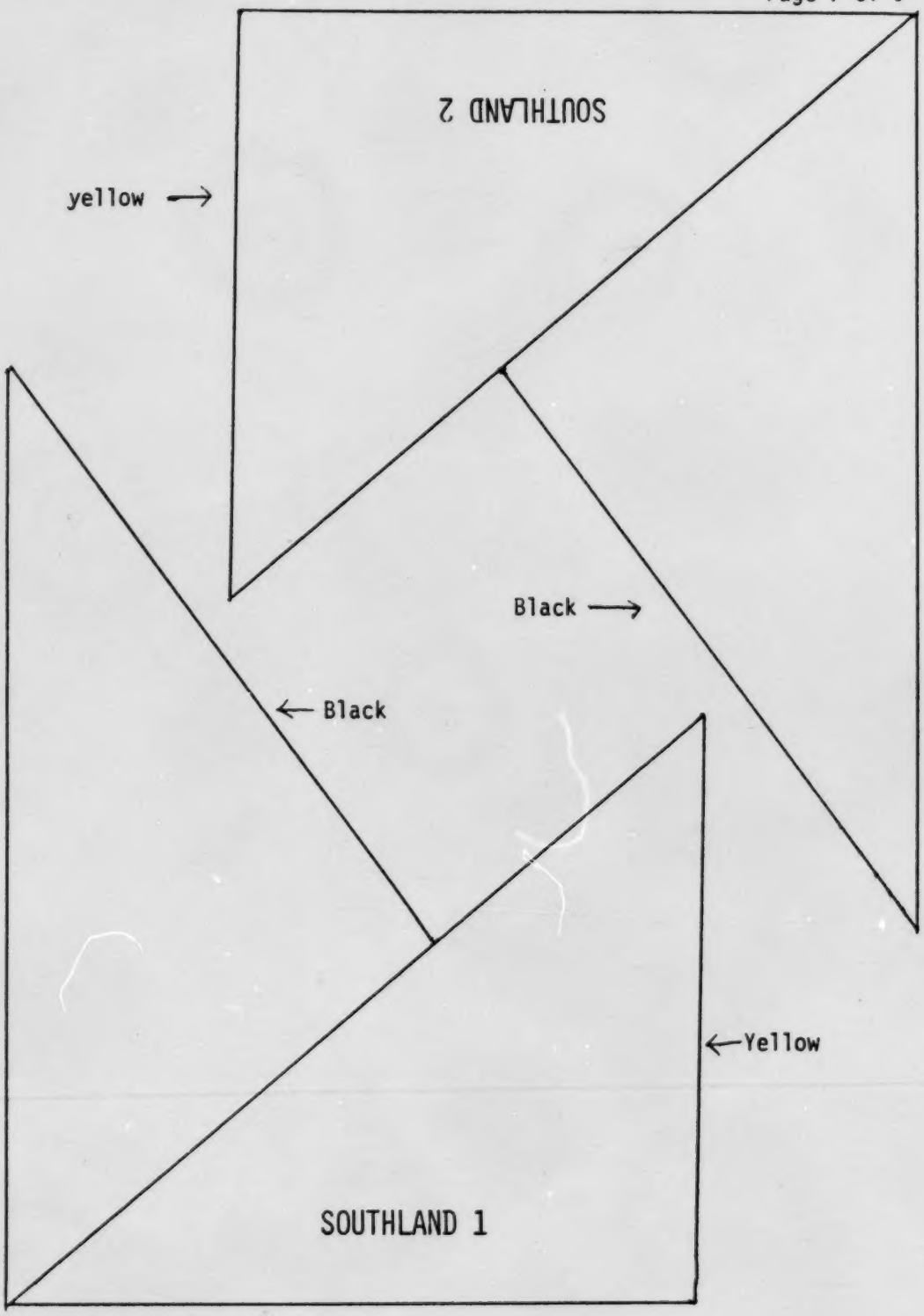


Inside Triangle: Pink
Outside Triangle: Red

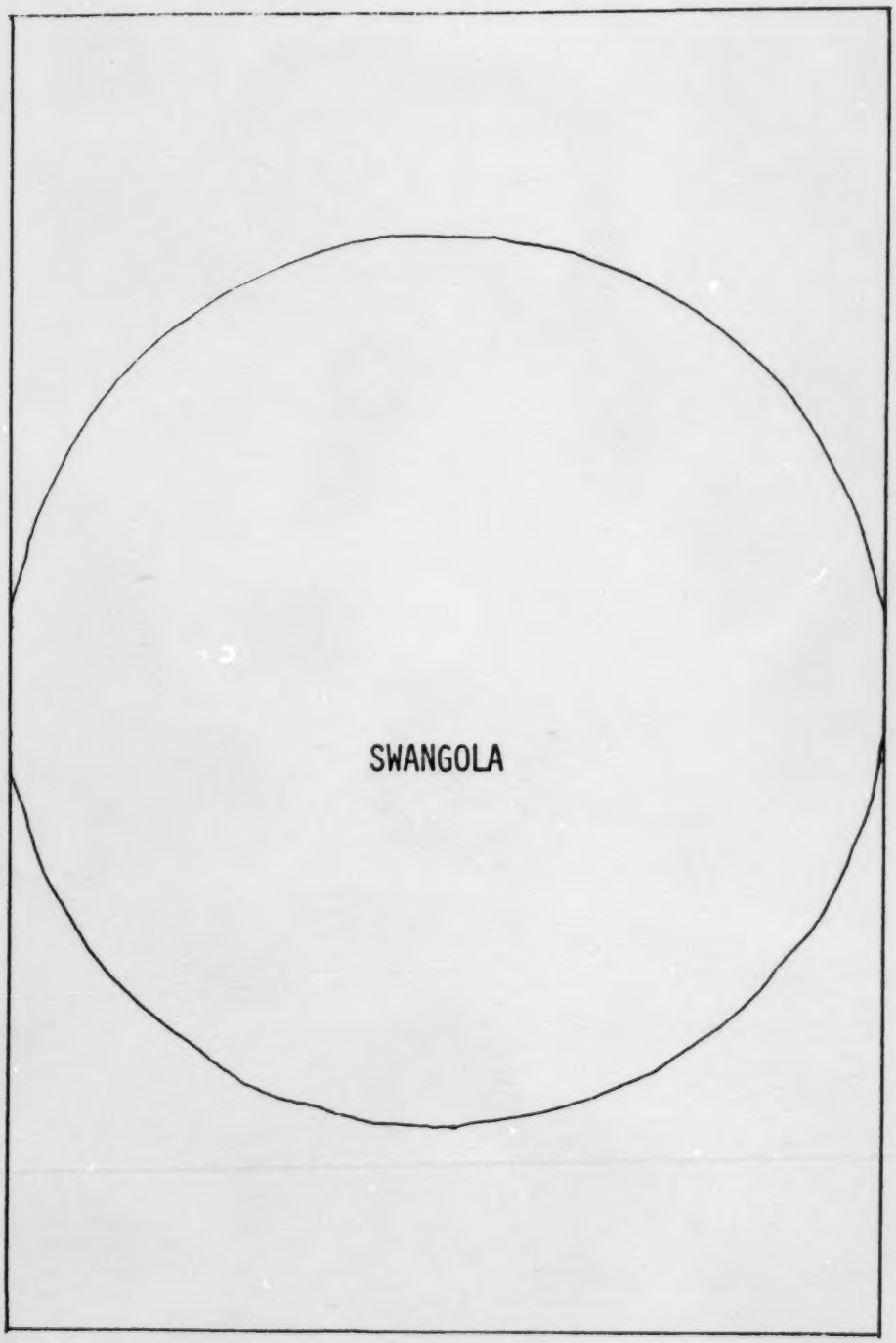
c 1981 CTIR
University of Denver



c 1981 CTIR
University of Denver

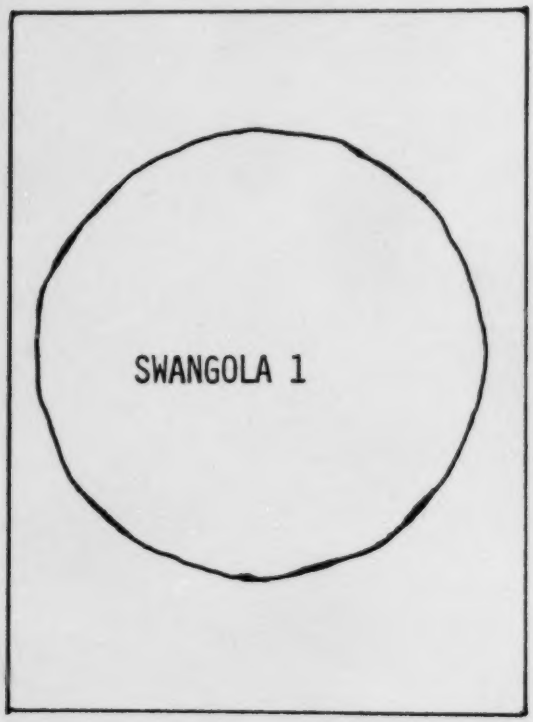


c 1981 CTIR
University of Denver

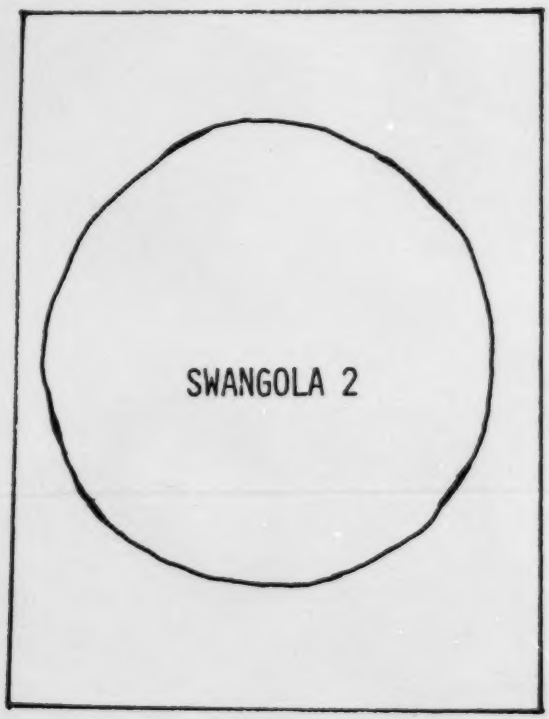


Rectangle: Orange
Circle: Yellow

c 1981 CTIR
University of Denver



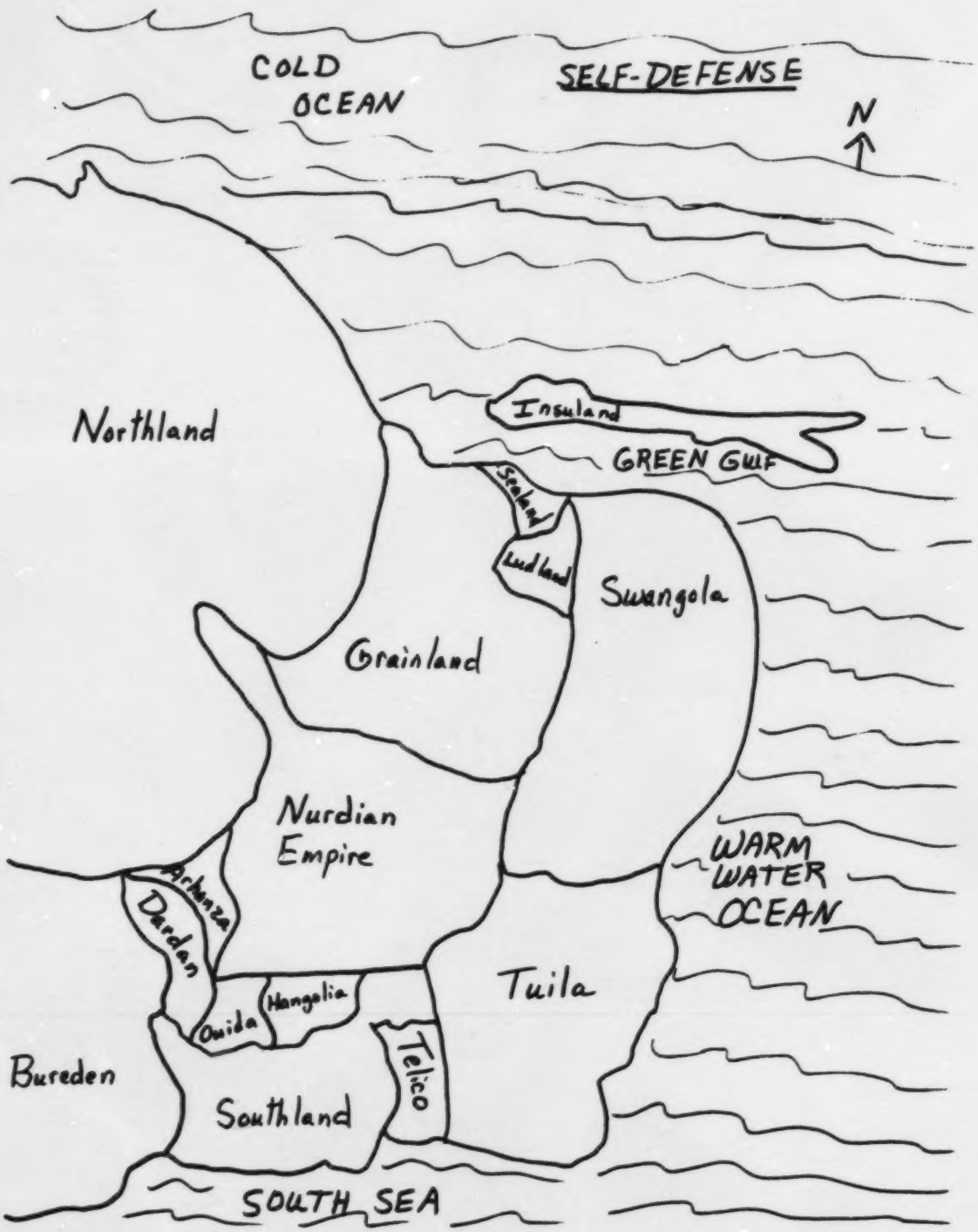
Rectangle: Orange
Circle: Yellow



c 1981 CTIR
University of Denver

MAP

Handout #31



c 1981 CTIR
University of Denver

ASSASSINATION STORY

Handout #32

The Nurdian Empire recently gained practical control over the two provinces of Oida and Hangolia, which used to be part of Southland.

The heir to the throne of the Nurdian Empire is Frank Nurd, a rather unintelligent man. Frank Nurd was sent to the provinces to represent the Nurdian Empire in the proceedings to officially transer control of the provinces from Southland to the Nurdian Empire.

Mrs. Frank Nurd, a rather superstitious woman, was told by her tealeaf reader that disaster would befall them if she travelled with her husband to the ceremonies. Consequently, she elected to travel separately to the site and met Frank there.

The inability of the government of Southland to stop the nibbling aggression of the Nurdian Empire has resulted in several secret patriotic groups which use various means, including terrorism and assassination, to fight for the integrity of their country or provinces.

The government of Southland, aware of rumors of a possible assassination attempt on Frank Nurd, stepped up security for the event, informed the Nurdian government of its knowledge, and invited them to increase their own security guard. The Nurdian Empire sent no reply.

The patriotic group planning the assassination, the Black Arms, became aware of increased security measures. As a result, the Black Arms planted several assassins along the route it was announced that Frank Nurd would take to the building where the ceremonies were to take place.

The Frank Nurd procession followed the announced route. Several assassins fired at him, but missed. Several others decided not to fire. As the Nurds were uninjured, they continued and performed their duties at the ceremony.

While the ceremony was taking place, security guards decided exiting the city by the same announced route might be dangerous. So, the plan was made to pretend to take the announced route, but to turn right quickly at the first intersection. After the ceremonies, the procession left the city according to the revised plan, except for one vehicle. That vehicle happend to be the one in which Frank Nurd was riding. It followed the original, announced route alone.

The assassins tried again. This time, one succeeded. The driver of the Nurd vehicle maintained afterward that no one told him of the changed exit route.

c 1981 CTIR
University of Denver

TOP SECRET MESSAGES

TOP SECRET--Nurdian Empire II

The heir to the throne of the Nurdian Empire has been assassinated by Southland nationalists. Which policy to you wish to adopt?

A. Ignore the situation and be glad to be rid of the idiot.
B. Demand a formal apology and punishment of the assassins, then forget it and be glad.
C. Insist that the Southland Government meet an ultimatum of certain demands.

Notes:

1. Both options A and B will make the Nurdian Empire appear weak and thereby vulnerable to further disruptive actions or assassinations by patriotic but terroristic groups of "pip squeak" South Sea countries over which your Empire is attempting to gain control.

2. Option C gives Frank Nurd a chance to serve his country just one time, even though dead. Expansion plans for the Empire have earmarked Southland as the next area to be annexed. By listing demands which would mean, in essence, the subjugation of Southland to control by your Empire, as an apology and indemnity one of two things should happen:

   a. Southland will agree to them and you have achieved your objective easily.

   b. She will refuse, which will put you in the light of a "wronged" nation. You might then regard the Southland government's refusal as approval of the assassination, which would make Southland an aggressor. This would give you an excuse to attack, and you could easily conquer her militarily.

   The main difficulty with Option C is international opinion regarding who is the aggressor nation. Maybe another country would agree to side with your point of view--perhaps your ally, Grainland?

DECISION TIME: A, B, or C?

DELIVER MESSAGE(S)

c 1981 CTIR
University of Denver

TOP SECRET--Grainland II

You have been asked by your ally, the Nurdian Empire, to support her in the view that the assassination of Frank Nurd is an act of aggression against the Nurdian Empire. Will you agree to that?

POINTS TO CONSIDER:

You are aware of and approve of the Nurdian Empire's policy to expand into the weak South Sea region. Such control might make possible your own "Drive to the West," which includes constructing a railway link to the rich oil fields of Bureden. Obviously, the Nurdian Empire is using the assassination incident to further her expansion.

DECISION TIME: Yes or No? SEND MESSAGE

- -

TOP SECRET--Nurdian Empire III

You have received a message from Grainland saying that she will support you.

SEND MESSAGE TO SOUTHLAND

c 1981 CTIR
University of Denver

TOP SECRET--Southland II

The Nurdian Empire has presented you with a list of demands which, if met, means that you will be virtually under the control of that Empire. You have a decision to make.

OPTIONS:

A. Agree to the demands, humble yourself, and allow your country to become a puppet of the aggressive Empire.

B. Refuse the demands and prepare to fight honorably for the sovereignty of your country, even though you know you wil lose.

C. Refuse the demands and seek help from some friendly power--Northland?

DECISION TIME: A, B, or C? SEND MESSAGES

- -

TOP SECRET--Northland II

Southland, not wishing to accede to the conditions of an ultimatum given to her by the Nurdian Empire, which if met, would mean giving the Empire power to rule Southland, has sent a message to you for help. In the message, she reminded you of your policy to protect similar peoples. You must reply.

OPTIONS:

A. Fearing war, tell her you will not support her, lose face, the benefits of the similar people policy, and the possibility of a warm-water seaport which you need.

B. Save face, the policy of similar people, and the hope of a warm-water port by telling her you will back her. Then make a show of support by placing some troops near the Nurdian border, being careful to keep them inside Northland's territory.

NOTE: Plan B can avoid war and hopefully cause the Nurdian Empire to back down, as she is comparatively weak and does not know just how weak Northland is.

MAKE DECISION, SEND MESSAGE, AND TAKE ACTION

c 1981 CTIR
University of Denver

TOP SECRET--Southland III

Northland will support you. It is mobilizing troops along the Northland-Nurdian border.

- -

TOP SECRET--Swangola II

Since the assassination, the situation has been very tense. Northland has amassed troops on the Nuirdian and Grainland borders. The Nurdian Empire has troops near the Southland border. In such a tense situation, only one match is needed to ignite a war. It is important to protect Swangola from possible enemies. You need to mke a decision.

OPTIONS:

A. Do nothing except wait and see.

B. Proclaim neutrality now, disavowing all alliances with any country in the area.

C. Send troops to reinforce border defenses near Grainland in case war breaks out and Grainland decides to attack you.

DECISION: A, B, or C?

- -

TOP SECRET--Grainland III

Your enemies, Swangola and Northland, have both amassed troops near your borders. Northland is known to be friendly with Southland, who is the enemy of your ally, the Nurdian Empire. You have a decision to make:

A. Wait and see, at the risk of being invaded.

B. Mobilize now, before invasion spells defeat.

DECISION: A or B?

© 1981 CTIR
University of Denver

TOP SECRET--All Countries (except Grainland)

EMERGENCY! Grainland has mobilized. Grainland has the mightiest military machine of all the countries on the map. If she attacks you, you will most likely lose a war to her. Her powerful troops and unbelievably strong military machine are rapidly approaching all of her borders.

Perhaps you may want to decide to explain to Grainland any previous actions you may have taken that might have offended her.

Or, you may want to simply plead for peace and try to settle the situation witout involving armed might.

In any event, if you decide to act, you must act NOW, before it is too late.

- -

TOP SECRET--Grainland IV

To stop mobilization now will throw your armed forces into total chaos and confusion which would take a MINiMUM of two weeks to straighten out, leaving your country entirely defenseless for that period of time. You need to make a decision.

OPTIONS:

A. Halt mobilization, trust Swangola and Northland, and be entirely defenseless for at least two weeks.

B. Allow mobilization to continue as planned.

DECISION: A or B?

© 1981 CTIR
University of Denver

KEY

Countries:

Grainland	Germany
Nurdian Empire	Austro-Hungarian Empire
Telico	Italy
Northland	Russia
Swangola	France
Southland	Serbia
Insuland	Great Britain
Ludland	Belgium
Oida and Hangolia	Bosnia and Herzegovina
South Sea region	the Balkans

Background information given for the counties is true.

Alliances:

Grainland/Nurdian Empire/Telico	Triple Alliance
Northland/Swangola/Insuland	Triple Entente

Wars:

Swan-Grain War	Franco-Prussian War
Previous attempt by Northland to gain a warm water port	Russo-Japanese War

Policies:

Grainland's "Drive to the West"	Germany's "Drive to the East"
Northland's policy of similar peoples	Pan-Slavism

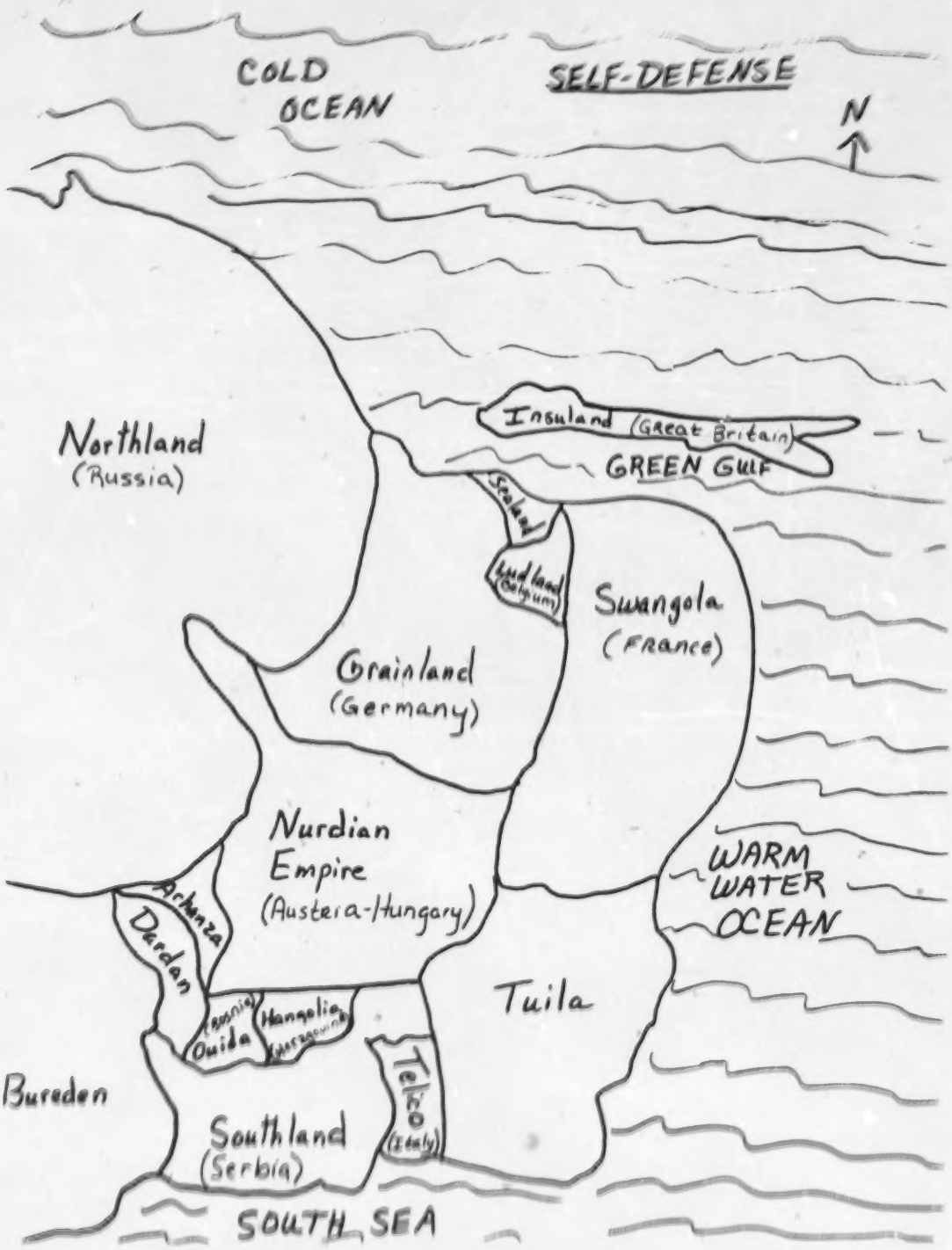
The Assassination:

Frank Nurd	Archduke Franz Ferdinand
Black Arms	Black Hand

The assassination took place June 28, 1914, at Sarajevo, Bosnia. The assassination story is true, with substituted names.

© 1981 CTIR
University of Denver

KEY



© 1981 CTIR
University of Denver

COMMON RESULTS

Handout #35

By mistake, Northland, uncoordinated as usual, massed troops near Grainland as well as the Nurdian Empire.

Grainland troops invaded both Northland and Swangola. They entered Swangola through Ludland.

Both because of its promise to protect Ludland and because of its secret defensive pact with Swangola and Northland, Insuland declared war on Grainland.

Swangola and Northland answered Grainland's attack with declarations of war on her.

The Nurdian Empire and Telico responded to Insuland's declaration of war on Grainland by declaring war on her, since she was aggressing against Grainland.

Then, because of the secret, defensive alliances, war existed between Insuland/Northland/Swangola versus Grainland/Nurdian Empire/ Telico. Southland, of course, joined Insuland, Northland, and Swangola.

c 1981 CTIR
University of Denver

OUTLINE

In designing your own simulation, follow each of the following steps. A good game has at least these six elements, but that does not mean it cannot include more.

1. Identify your objectives or the purpose of the game. What part of reality, what real world issue are you trying to simulate? For example, set up a role play activity where the pros and cons of various expenditures are debated in Congress.

   a. Dramatize some part of reality, e.g., you can simulate the bargaining process between senators for social programs and those in favor of increasing military spending.

   b. Teach a concept, e.g., trade-offs, conflict/conflict resolution, change, or compromise.

   c. Give people a feeling for another culture of an upcoming new experience, e.g., role playing activities which focus on doing something your class has never done before--visiting another culture, debating an issue, deciding on national priorities.

2. Develop a model or detailed outline of the process you have chosen to best serve your objectives. You might begin your game with a story scenario, a film, or even a true description of an event or a particular issue facing a society. This will set the stage for what you plan to do in the simulation.

3. Identification of actors or teams in your simulation. What roles do individuals play? How many teams? Do students interact as themselves, as members of a government, or do they represent lobby groups or even countries?

4. Clearly state what the activity in the game is. What do participants do? How do participants interact? What are the means of exchange or interchange between participants? Do they trade for money, power, or control of a country? Are there any specific resources to be used for trading or for competition?

5. What are the rules or procedures for interchange, competition, or trade? Be precise about how participants interact and what rules govern their interaction behavior. You should carefully define any special procedures, penalties, or prizes that might result from certain actions.

c 1981 CTIR
University of Denver

6. Make sure you have a general set of understandable rules which define the parameters of the game. Time, number of players, and permissible behavior should be included.

Writing your own simulation is not that difficult. Think of all the board games you have played. Many of them might be helpful to refer to in setting up this game. Above all, remember that you are trying to create a game that helps participants understand a situation occurring in the real world. You are only simulating reality, making it simple so it can be better understood. You should keep in mind that the real situation is undoubtedly more complex and perhaps more difficult to understand.

c 1981 CTIR
University of Denver

Four Basic Steps of Intelligence Gathering

Handout #37

Accumulation:

This step focuses on the collection of data. This includes the gathering of a great mass of more or less relevant data and the analysis of the total process of collecting data, e.g., the types of psychological blinders or personality quirks that affect the evaluation of a situation and the data pertaining to the situation.

Incubation:

This is the time period when data are arranged in terms of importance and when connections of individual facts to one another are made.

Illumination:

This is the point at which one formulates hypotheses which then serve as tentative solutions for policy recommendations and for further study and validation or possibly rejection.

Verification:

At this stage the hypotheses are put to test, the results are analyzed, and conclusions are drawn. It is at this point that lack of information becomes a very important factor.

Summarized from Platt, Washington. Strategic Intelligence Gathering. New York: Praeger, 1957. pp 100-120.

c 1981 CTIR
University of Denver

U.S. Intelligence Agencies

National Security Council:

This group has overall authority in all policy decisions involving any intelligence activity. Members of this group include the President, Vice President, and the Secretaries of State and Defense. Traditionally, the Secretary of State plays a very important role in this committee.

Committee on Foreign Intelligence:

A three-person committee, made up of the Director of the CIA and two others chosen from other intelligence concerned agencies. This group is responsible for the day-to-day management of the intelligence community, e.g., CIA, NSA, DIA, and the State Department's Bureau of Intelligence. The committee will centralize the operations of the various agencies, now run independently in different departments. Another responsibility of the committee will be to draw up the budget and allocate funds for intelligence operations. Each agency will, however, retain the right to appeal decisions to the National Security Council and ultimately to the President.

Operations and Advisory Group:

This committee reviews and approves covert operations as well as advises on sensitive intelligence issues. The committee includes: Secretaries of Defense and State, the Director of the CIA, Chairman of the Joint Chiefs of Staff, and as observers, the Attorney General and Director of the Budget. The Attorney General is responsible for prosecuting any criminal abuses of the intelligence agencies and the Director of the Budget reviews all financial requests. No covert operations can be approved unless all members or their deputies are in attendance.

Independent (Intelligence) Oversight Board:

This group acts as a citizens' watchdog over intelligence activities. This three-person committee has access to information from all the agencies and it can recommend departmental sanctions or criminal prosecution for any abuses of authority.

c 1981 CTIR
University of Denver

The "Field" Intelligence Agencies

1. National Security Agency.

These are the code breakers. They sponge up the secret communications of foreign governments (both friendly and otherwise), feed them into what is probably the most elaborate computer system anywhere in the world, and reportedly boast remarkable success in cracking the most complicated modern ciphers. They also devise the encrypting systems used by the U.S. Government. The American world lead in computer technology gives the U.S. a sizeable edge over the Soviets in this critical area, but it is shrinking. NSA's staff of linguists, analysts, and mathematical wizards is based behind a dense security curtain at Fort Meade, Maryland, but it also directs a network of electronic surveillance throughout the world.

2. Defense Intelligence Agency.

A hodge podge of people accumulated through an attempt to consolidate the various service intelligence units. It has the reputation of being a display of the worst features of the American intelligence system. Generally, the DIP has little power or influence.

3. Army, Navy, and Air Force Intelligence.

These are the big spenders. About five-sixths of the annual intelligence budget pours out of military coffers, but this is because the services manage most of the vast hardware involved; the Air Force, with the reconnaissance satellite program, carries the main load. If major budget cuts are to be made, they will fall most heavily here.

4. State Department Intelligence and Research Division.

No spies need apply here. INR's main sources are Foreign Service officers in U.S. embassies abroad. It scores high on analysis, but CIA's technological tricks give the agency a huge advantage that has recently left INR farther and farther behind in the competition for the President's ear.

c 1981 CTIR
University of Denver

5. Federal Bureau of Investigation.

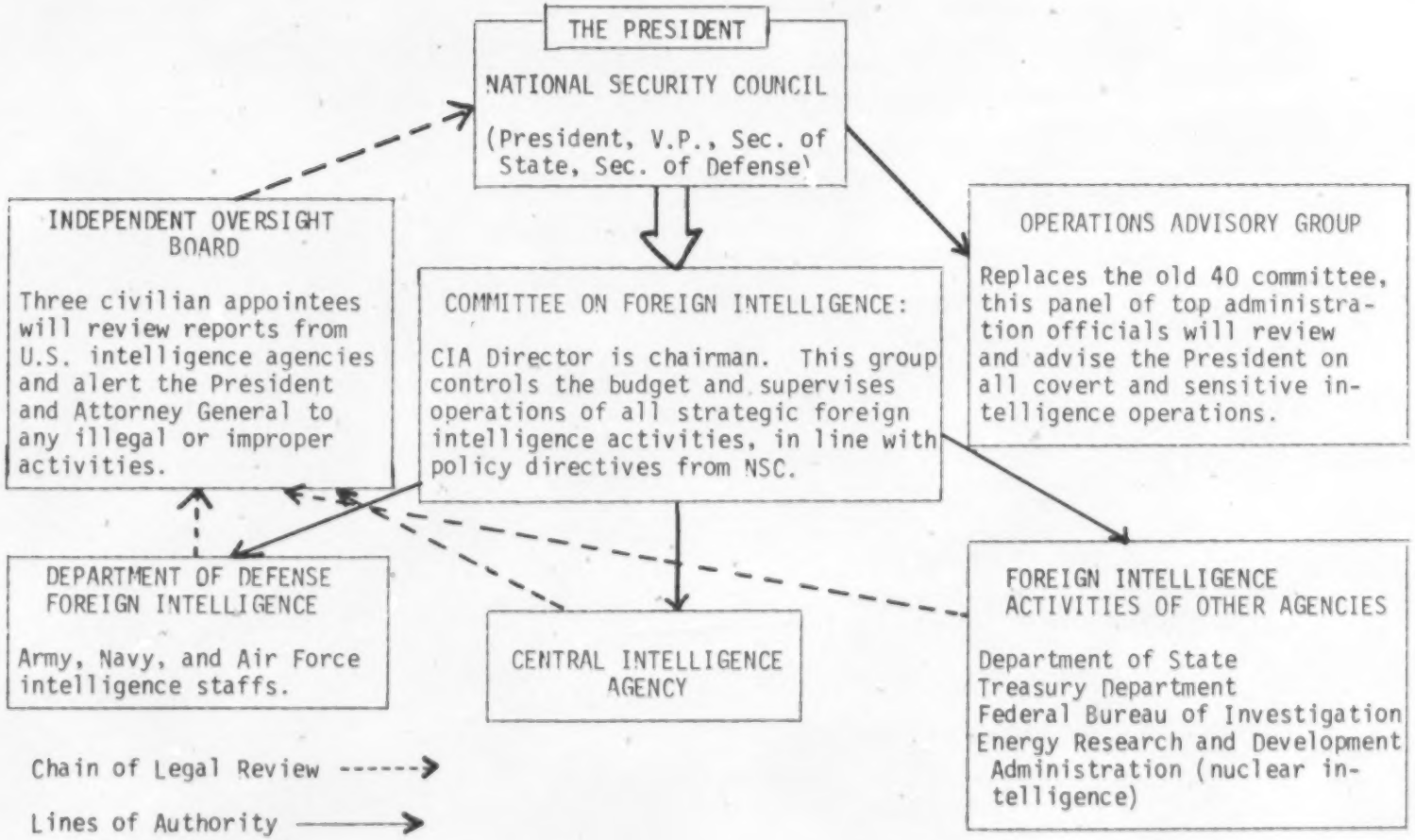
All counterspying against foreign agents within the U.S. is conducted by the FBI. Besides the obvious defensive benefits, counterespionage can yield important clues to the limits of an enemy's knowledge by spotting the targets of his spying within your own borders. "In one case a few years ago," recalls a counterintelligence agent, "we traced a pattern of Russian efforts to obtain data here that gave us an absolute picture of their level of development in long-range submarines." Unfortunately, during the declining years of J. Edgar Hoover's reign, the quality of FBI counterspying deteriorated sharply, and working relations between the Bureau and the CIA have grown distant and strained.

6. Central Intelligence Agency.

This, of course, is the hub of the American intelligence universe. Its director is chief not only of his own agency, but also of the entire U.S. information gathering enterprise. Its employees comprise what is very likely the most closed corporation in American society. The road to their sprawling headquarters is located in the woods of Langley, Virginia. They work together, play together, and sometimes live together. They go to the same doctors and, if need be, to the same psychiatrists. Their talents and triumphs are rarely sung outside the agency walls.

c 1981 CTIR
University of Denver

U.S. Intelligence Community Chart


THE PRESIDENT
NATIONAL SECURITY COUNCIL
(President, V.P., Sec. of State, Sec. of Defense)
INDEPENDENT OVERSIGHT BOARD
Three civilian appointees will review reports from U.S. intelligence agencies and alert the President and Attorney General to any illegal or improper activities.
COMMITTEE ON FOREIGN INTELLIGENCE:
CIA Director is chairman. This group controls the budget and supervises operations of all strategic foreign intelligence activities, in line with policy directives from NSC.
OPERATIONS ADVISORY GROUP
Replaces the old 40 committee, this panel of top administration officials will review and advise the President on all covert and sensitive intelligence operations.
DEPARTMENT OF DEFENSE FOREIGN INTELLIGENCE
Army, Navy, and Air Force intelligence staffs.
CENTRAL INTELLIGENCE AGENCY
FOREIGN INTELLIGENCE ACTIVITIES OF OTHER AGENCIES
Department of State
Treasury Department
Federal Bureau of Investigation
Energy Research and Development Administration (nuclear intelligence)
Chain of Legal Review
Lines of Authority

233
c 1981 CTIR
University of Denver

DECISION CHOICES CHART

Handout #39

16. Invasion
15. Use of Troops
14. Bombing of Escalation
13. Subversive Action
12. Troop Mobilization
11. Blockade
10. Military Threats
9. Military Presence
8. Military Material
7. Military Advisers
6. Economic Sanctions
5. Economic Aid
4. Propaganda Barrage
3. Call for Negotiations
2. Presidential Statement, Censure
1. Do Nothing

c 1981 CTIR
University of Denver

STATE OF CONCORDIA

Handout #40

Concordia is a northeastern Mediterranean state bordering Albania and Yugoslavia. Concordia has been an ally of the United States since the end of World War II, when it was rebuilt with the assistance of the United States under the Marshal Plan. Concordia is now economically and politically stable. At present, the country owes the United States about $10 million of an original $100 million debt.

The capitol of Concordia is Yega, which is also the major port city. Yega lies approximately halfway up Concordia's coastline. The port of Yega is a regular stop for naval units of the U.S. Sixth Fleet, usually around the first and fifteenth of each month.

In recent months minority groups in Concordia have called for looser ties with the United States.

c 1981 CTIR
University of Denver

RAW DATA

FEDERAL BUREAU OF INVESTIGATION

1. The Concordian Ambassador to the United States has been increasingly active within the past month, contacting other ambassadors in Washington, particularly those of Italy, Austria, and Greece.

2. The Concordian Minister of Education has strongly urged all Concordian students in the U.S. on exchange programs to return home in order to participate in the First Annual Congress of Concordian Students.

3. The First Secretary of the Concordian Embssy has visited the offices of five key Senate Committee chairmen. The discussions focused on the economic and political roles of Concordia in Western Europe.

4. At the May meeting of the National Press Club in Washington, the Concordian Minister of Foreign Affairs gave a speech giving strong support to the independence and self-determination forces in small states.

c 1981 CTIR
University of Denver

CENTRAL INTELLIGENCE AGENCY

1. The Minister of Transportation made an unannounced and unpublicized visit to Moscow during the past week.

2. The Deputy Minister of Finance has prolonged his present goodwill visit to Czechoslovakia by three days.

3. The Concordian ambassadors to Romania and Hungary have returned to Vega unexpectedly. Both flew in together on the same Concordian Air Force transport.

4. The Deputy Minister of Foreign Affairs has met recently with the Albanian ambassador to Yugoslavia. This meeting was held at the Concordian Embassy in Belgrade, Yugoslavia.

c 1981 CTIR
University of Denver

DEFENSE INTELLIGENCE AGENCY

1. The U.S. military attache in Concordia has received information that members of the Concordian Air Force General Staff have left for a trip to East Germany.

2. U-2 flights have revealed increased train traffic between Yugoslavia and Concordia in recent weeks. Trains going from Yugoslavia into Concordia have been made up of many flat cars carrying what appears to photo interpreters as aircraft fuselages.

3. The U.S. military attache also reports that Concordia Army General Staff members have met with members of the Yugoslavia General Staff at a small village, Mila, near the Concordian-Yugoslav border.

4. The U.S. Naval attache reports that a damaged Soviet cruiser, escorted by two destroyers, came into dry dock at the Vega port facilities on May 17, and is still there some four weeks later. Intelligence sources in the Soviet Union report no Soviet vessel of any size was damaged in the Mediterranean recently.

157

c 1981 CTIR
University of Denver

TELEGRAM

Handout #42

TO: U.S. Government National Security Advisor

FROM: Concordia President

RE: The Intent and Methods of Concordia

In recent months a substantial minority of the Concordian public, consisting primarily of young university students, intellectuals, and young professionals have called for a complete break of all ties with the U.S.

In an effort to maintain political stability and to maximize Concordia's economic growth by associating with both the East and the West, the Concordian Head of State has decided to loosen, but not break ties with the United States and to develop economic and military assistance ties with the Soviet Union and the Eastern bloc.

As a means of implementing this decision to change policy, the Head of State has ordered lower level government officials to act on his behalf and to open negotiations for economic ties with the Eastern bloc. The Minister of Transportation has been sent to Moscow to negotiate with the Soviet Premier over a trade agreement involving the exchange of Concordian electronic parts and Soviet steel. The Deputy Minister of Finance has been sent to Czechoslovakia to negotiate the purchase of weapons. A group of Concordian Air Force officers traveled to East Germany to observe air craft production and manuevers there. The Concordian Ambassador to the U.S. has been instructed to increase his contacts with other ambassadors in Washington in order to better predict the opinions of other states to this change in policy. Members of the embassy staff have been instructed to contact and lobby for support for Concordia among U.S. Congressmen and Senators. The Head of State has also instructed the Minister of Education to create a pretext for calling home all Concordia exchange students in the U.S.

The hope in Concordia is that this will be the beginning of a new era of greater flexibility in their foreign policy and this can be achieved without seriously damaging any possibility for advantageous ties with the U.S. in the future.

c 1981 CTIR
University of Denver

EVALUATION QUESTIONNAIRE

The Center for Teaching International Relations is interested in receiving your comments regarding these materials. Please fill out this questionnaire and return it to the address below.

1. Which of the activities in Teaching Global Awareness with Simulations and Games did you find most useful, and why?

2. Which of the activities did you find least useful, and why?

3. What suggestions do you have for improving this unit?

If you have materials on global awareness that you or your school district have developed and wish us to look them over and consider them for publication, feel free to send us copies.

CTIR Publications
Center for Teaching International Relations
University of Denver
Denver, CO 80208

CTIR SPECIAL SERIES

Order by Series or Individually

CULTURAL STUDIES SERIES (FIVE BOOKS IN A SET)

1. Teaching about Perception
2. Teaching about Cultural Awareness
3. Teaching about Conflict: Northern Ireland
4. Images of China
5. Teaching about Diversity

SKILLS SERIES (FIVE BOOKS IN THE SET)

1. Teaching Reading in the Social Studies: A Global Approach for Secondary Students
2. Teaching Reading in the Social Studies: A Global Approach for Primary Students
3. Teaching Writing Skills: A Global Approach
4. Teaching Consumer Skills and How to Survive in America
5. Skills for the Future

ENVIRONMENTAL EDUCATION SERIES (FOUR BOOKS IN THE SET)

1. Teaching about Food and Hunger
2. Teaching about Population Issues
3. Teaching about Population Growth
4. Teaching Energy Awareness

COMPARATIVE STUDIES SERIES (SEVEN BOOKS IN THE SET)

1. Comparative World Issues for Grades 1-12
2. Death: A Part of Life
3. Teaching about Aging
4. A Comparative View of the Roles of Women and Men
5. Police
6. Work and Leisure: A Comparative View
7. A Comparative View of Communications

GLOBAL AWARENESS SERIES (FIVE UNITS IN THE SET)

1. Global Issues: Resources and Activities for the High School Teacher
2. Teaching Global Awareness with Simulations and Games
3. Teaching Global Awareness Using the Media
4. Teaching Global Awareness: An Approach for Grades 1-6
5. Teaching About the Consumer and the Global Marketplace

CTIR PUBLICATIONS
CENTER FOR TEACHING INTERNATIONAL RELATIONS
UNIVERSITY OF DENVER
DENVER, COLORADO 80208

TEACHING GLOBAL AWARENESS WITH SIMULATIONS AND GAMES

Successful teaching involves using a multitude of strategies. TEACHING GLOBAL AWARENESS WITH SIMULATIONS AND GAMES gives teachers yet another approach to help students understand various global concepts and social studies content. Simulations in this unit allow students to participate in realistic global situations involving politicians, diplomats, farmers, sharecroppers, consumers, intelligence agency employees, and international business executives. In addition, it gives students the chance to experience and understand international/intercultural situations by participation.

"Intelligence Agencies," one of the fifteen simulations included in this unit, presents a simulation of the relationships among such agencies as the CIA, FBI, and DIA. It has students participate in a realistic activity in which cooperation is impeded by competition and interpretation of data among the agencies. In the simulation "Coping," students become members of ethnic groups trying to retain their ethnic identity, but also live peacefully in a very diverse ethnic community. "Self-Defense" has students divide into countries with pseudonames such as Grainland, Southland, and Northland, and unknowingly replay the actions leading to World War I.

Other simulations included are: "Pennies: A Scramble for Wealth" (a demonstration of the concept of inequality and the struggle for power and wealth), "Creating World Maps: Visual Data Charts" (an activity that has students redraw the size of countries to correspond to the amount of oil they use, food they use, or population they have), "A Simple But Complex Chocolate Bar: How Something So Small Can Cost So Much" (a simulation of international interdependence), "Missiles or Meals: Writing Your Own Simulations" (an activity that has students write simulations), and "World Trader: Wheeling, Dealing, and Revealing" (a simulation of international trade).

TEACHING GLOBAL AWARENESS USING SIMULATIONS AND GAMES is designed for grades 6-12, but many of the activities can be adapted for elementary grades. Your comments and evaluations are welcomed. This is an experimental unit.

Center for Teaching International Relations
University of Denver
Denver, Colorado 80208